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ABSTRACT

Intended for use by decision makers involved in the planning and management of the College of the Canyons (CC) in Valencia, California, the eight sections of this fact book present information and data on the college, the college district, finances, and facilities. Section I discusses CC's mission, institutional values, planning assumptions, long-range goals, the academic management process, and the planning process. The second section focuses on the Santa Clarita Community College District, providing data on actual and projected population growth from 1980 through 2010, participation rates by city, county demographics and housing trends, employment projections, and actual and projected numbers of high school graduates. The third section charts organizational structure at the district, including administrative, instructional, student services, learning resources, personnel services, and business services levels. Section IV provides data on student enrollment, ethnicity, gender, educational goals, degrees and certificates awarded, and transfers, while section V discusses faculty and staff characteristics. The sixth section discusses academic programs and services, including data on enrollments, use of services, and library circulation, while the final sections deal with financial resources and allocations for 1987 through 1992 and physical facilities, including construction project descriptions. Highlighted data include the following: (1) in fall 1991, CC employed 70 full-time faculty, 15% of whom held a doctorate; (2) 537 course sections were scheduled in fall 1991, and the college offered 28 degree programs; (3) during 1991-92, 252 Associate in Arts degrees, 198 Associate in Science degrees, and 766 certificates were awarded; (4) the fall 1991 end-of-term enrollment was 6,402 students; and (5) 56% were female, 24% were non-white, and the students had a median age of 23. Detailed data tables are included. (PAA)

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COLLEGE OF THE CANYONS
Santa Clarita Community College District

THE FACT BOOK

1991 - 1992

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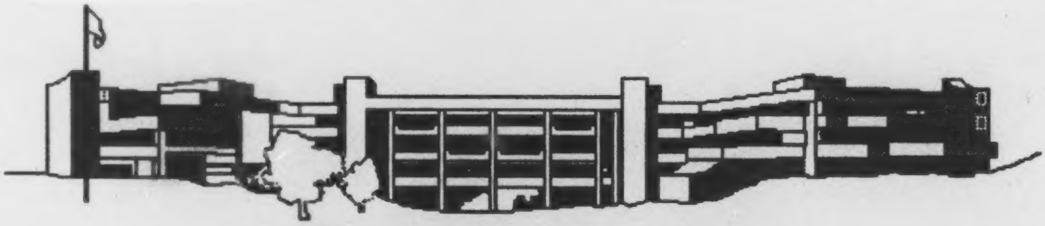

College of the Canyons

October 1992

JC 930119

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FOREWORD

Typically, decision-making, policy formulation and planning at a college involve many groups with divergent interests and values. At College of the Canyons, for example, the Comprehensive Planning Task Force is composed of faculty, staff, students and administrators. While each representative brings a unique perspective to the group, there may be great variation in the knowledge each brings about the overall operation of the institution.

The Fact Book is designed to provide a concise overview of most facets of the college's operations and is intended to assist decision-makers with the planning and management of the college. It contains information about students and staff, as well as data on the college budget and the use of campus services. There is information about the community college district and comparisons with similar colleges.

The Fact Book is intended to provide a broad understanding of the college, to assist those involved in all phases of campus governance.

THE FACT BOOK

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COLLEGE OF THE CANYONS
PROFILE AT A GLANCE...
Fall 1991

- College of the Canyons is a non-residential state-supported suburban community college.
- In fall 1991, the total full-time faculty numbered 70. Fifteen percent of the full-time teachers held the doctorate; the average age was 47; and the average length of service was 10 years.
- 537 course sections were scheduled from 8 a.m. to 10 p.m., providing a flexible academic time schedule.
- Degrees and certificates conferred during 1991-92:

  252 Associates in Arts
  198 Associates in Science
  766 Certificates

- The college offered 28 degree programs.

STUDENTS

- End-of-Term enrollment for fall semester 1991 was 6,402.
- The average age of students was 27, while the median age was 23.
- Women constituted the majority - accounting for 56 percent of the enrollees.
- Twenty-four (24) percent of the students were non-white.
- Santa Clarita Valley residents comprised 76 percent of total enrollment.

3/4

PART I: MISSION AND GOALS

MISSION STATEMENT

The Santa Clarita Community College District (College of the Canyons) is a public two-year post-secondary educational institution with an open-door admission policy. Its mission is to provide programs and services to those who can benefit from quality and convenient learning opportunities consistent with identified student and community needs. These opportunities are accessible to all eligible to attend regardless of age, sex, socioeconomic status, ethnic origin, race, religion, or disability. Educational and training programs are designed to enhance the personal, social and economic potential of the individual and to produce meaningful benefits to the community. The Santa Clarita Community College District fulfills this mission by providing:

- transferable programs and courses for students desiring to attend a senior college or university;
- vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;
- technical programs and courses that meet the career needs of individuals;
- special occupational training and upgrading programs and services for businesses, industries, and agencies;
- developmental programs including basic skills and continuing education;
- counseling, career guidance, job placement services, and other programs essential to developing the potential of individual students;
- programs and services designed to enrich the quality of community life.

Source: Board of Trustees Minutes, January 22, 1992.

STATEMENT OF INSTITUTIONAL VALUES

College of the Canyons is a quality institution staffed by special people. It is one of the best, if not the best community college in California. The staff of the College has a sense of community that we are committed to maintaining as we grow.

One of the characteristics of College of the Canyons that makes it a great place to work is that its leadership is strongly committed to valuing people -- the people it serves and the people who do the serving. Elements of that valuing are evident in the following:

1. We are committed to building and maintaining a climate of trust, consistency, openness, and honesty.

2. We are committed to improving the quality of work life for all those who work here.

3. We are committed to involving staff in decisions that affect their well-being.

4. We are committed to encouraging and supporting innovation and creativity in a variety of forms.

5. We are committed to providing opportunities for faculty and staff to explore and experiment with productive ways to achieve their goals.

6. We are committed to expanding and making personal growth opportunities available for students and the staff.

Source: Board of Trustees Minutes, October 5, 1989.

PLANNING ASSUMPTIONS

The following assumptions underride planning activities for 1991-92:

1. The college will continue to have demands placed on it. In order to maintain quality, the college will only support FTES to its current level of operation.

2. Parts of AB 1725 will be implemented commensurate with state funding.

3. The college will be expected to carry out all components of the matriculation process.

4. Changes in the Management Information System and improved access to it will enable college staff to use a more reliable data base, more effectively.

5. Employment opportunities in business and industry will increase in the Santa Clarita Valley. Local business and industry will increase the level of demand for training/services.

6. Given the ethnic diversity projected for Los Angeles County, our minority student population will continue to increase.

7. The need for the college to deliver basic skills (remediation) will increase.

8. Our staff will increase in numbers (revenue dependent).

9. Due to space, financial, and human resource limitations as well as the changing nature of our clientele, alternate instructional delivery modes will be needed -- use of off-campus sites, weekend courses, etc.

10. Through attrition and retirement of employees, incentives for hiring new staff will be critical. The retirement of staff will impact resources.

11. The cost of living in Southern California will affect several aspects of the college's functioning.

(continued)

PLANNING ASSUMPTIONS (continued)

12. In addition to existing state and federal revenues, the district will need to acquire funds from other sources.

13. Due to the increase in students served, the college will need to acquire additional space (alternate sites/buildings). Due to limited capital outlay funds available at the state level, the college will need to explore alternate funding.

14. The college infrastructure (organization) will be evaluated on an ongoing basis.

15. The college will require deferred maintenance as it ages.

16. Program-based funding may occur.

17. The increase of the number of high school graduates and impacted programs in public four-year colleges and universities will affect the college's enrollment.

18. Coordination between the college and community-based organizations, schools and local business and industry will be essential.

19. A desire to maintain high standards and respond to external pressures will require ongoing staff development.

20. College governance is changing.

21. Workloads of staff will increase and job responsibilities will change.

22. Health, safety, and security issues will need attention.

23. Our college community will need to become more politically astute.

Source: Board of Trustees Minutes, February 14, 1990.

LONG-RANGE GOALS

GOAL 1: PLANNING

Conduct planning process at College of the Canyons, maintaining and examining clearly stated goals and specific objectives.

GOAL 2: INSTITUTIONAL EFFECTIVENESS

Identify the college's mission and goals.

GOAL 3: PROGRAM EFFECTIVENESS

Enhance program effectiveness at College of the Canyons by clearly relating the educational program to the mission of the college.

GOAL 4: HUMAN RESOURCES

Promote the development of high quality institutional staff.

GOAL 5: PHYSICAL ENVIRONMENT

Maintain and improve the college's physical environment.

GOAL 6: FINANCIAL STABILITY

Provide and develop appropriate financial resources to maintain and develop programs and services.

GOAL 7: PARTNERSHIPS

Maintain and develop meaningful partnerships with community, business, educational institutions, governments and other entities.

(continued)

LONG-RANGE GOALS (continued)

GOAL 8: SHARED GOVERNANCE

Ensure that all members of the college community will have the opportunity to participate in college governance.

GOAL 9: COMMUNICATIONS

Work to improve communications internally as well as externally.

GOAL 10: TECHNOLOGICAL CURRENCY

Update campus facilities, equipment, and know-how to keep pace with state-of-the-art technology.

GOAL 11: STUDENT SUCCESS

Provide and improve a comprehensive program of student services which will facilitate student success and maximize student opportunity.

GOAL 12: CULTURAL DIVERSITY

Provide resources, programs, and staff which recognize the cultural diversity of our community, students and staff.

GOAL 13: ORGANIZATIONAL STRUCTURE

Strengthen the organization's effectiveness (institutional organization, methods, and procedures).

GOAL 14: EXTERNAL INFLUENCES

Monitor the effect that external influences and activities will have on the college district operations.

Source: Comprehensive Planning Task Force, Planning Retreat, February 1991.

COLLEGE OF THE CANYONS
TENETS

The student is our reason for being; quality is our goal, and the value for learning is our motivation. These tenets describe the framework within which we will strive toward this purpose.

ACCESS...
Within our financial means, we are dedicated to promoting equal access to those who can benefit from education. In addition, we are committed to identifying and acquiring financial resources, beyond state funds that will allow us to do so.

APPLICATION...
Theory must be blended with practice; to be effective, instruction must provide assignments which apply to the real world.

CHALLENGE...
Change and learning occur when work is both challenging and interesting. This is as true for the workplace as it is for the learning environment.

FREEDOM...
We need the opportunity to shape our future, to take risks, and to promote, support and reward excellence.

LEADERSHIP...
Inherent in educational preparation is the need to develop people capable of understanding change, who can then lead others in meeting the needs of the future.

MUTUALITY...
Mutuality is a shared benefit; what is gained together cannot be taken away and will help lay the foundation and tone for the future.

POTENTIAL...
Personal growth occurs with repeated self-examination; a continuous re-examination of values, interpersonal skills and accomplishments which then influence one's future direction.

(continued)

TENETS (continued)

RESPONSIBILITY...
Individually, we accept responsibility for ourselves, and as associates, we help others to achieve their goals by enhancing opportunities to proceed in a climate of mutual respect.

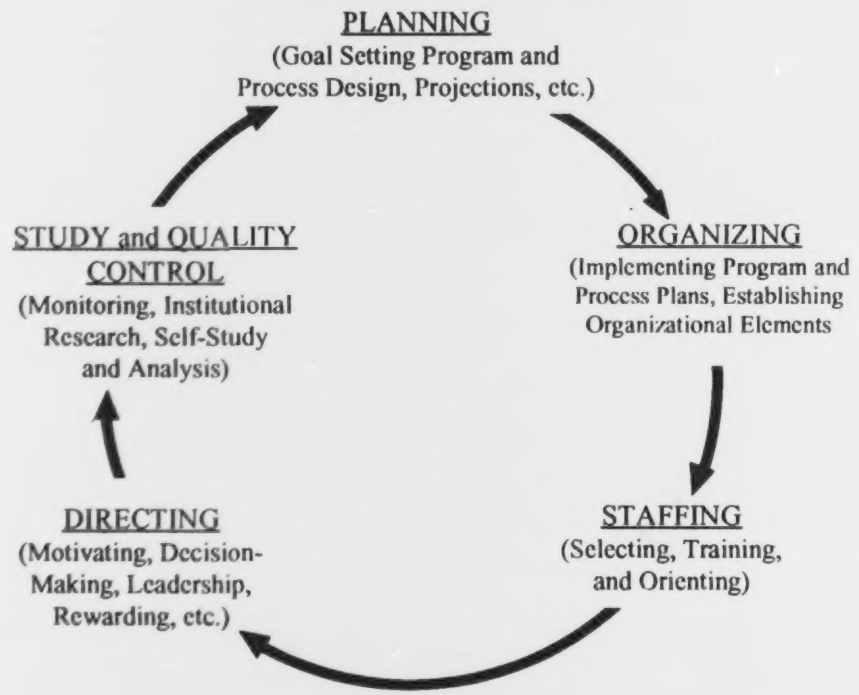
RESPONSIVENESS...
Good teaching is constantly responsive to new needs, trends, technology and demands; the content and application of coursework is continuously reviewed to meet current and future needs of students.

STUDENT SUCCESS...
An effective education program supports the students in their educational pursuits/career goals and lifelong learning activities.

Source: Comprehensive Planning Task Force, November 1990.

MODEL OF THE ACADEMIC MANAGEMENT PROCESS

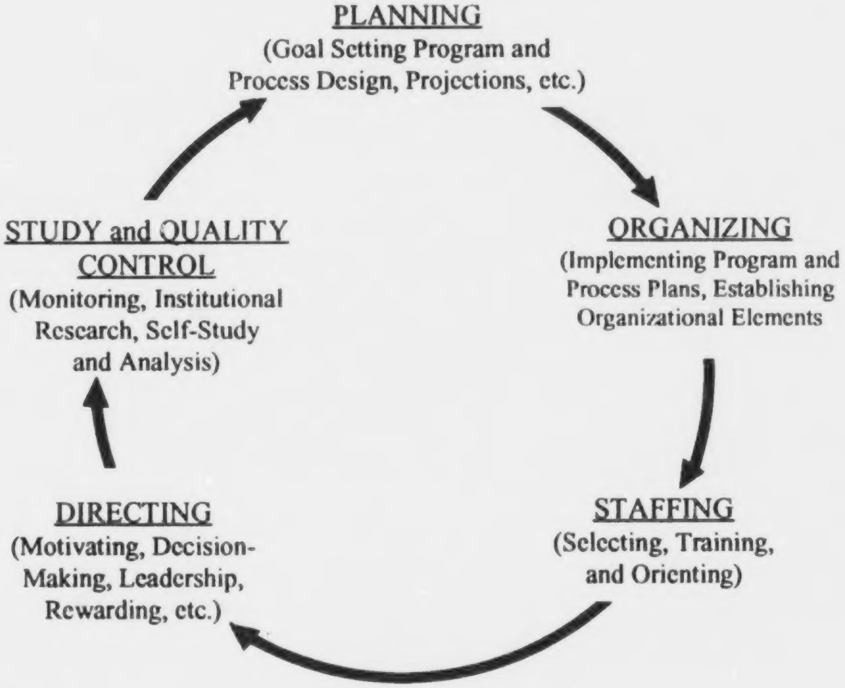
Phase One: Planning


PLANNING
(Goal Setting Program and Process Design, Projections, etc.)
ORGANIZING
(Implementing Program and Process Plans, Establishing Organizational Elements
STAFFING
(Selecting, Training, and Orienting)
DIRECTING
(Motivating, Decision-Making, Leadership, Rewarding, etc.)
STUDY and QUALITY CONTROL
(Monitoring, Institutional Research, Self-Study and Analysis)

"It is in the Planning phase of academic management that institutional and programmatic mission statements are developed in response to forecasts of societal needs and estimates of the future conditions under which the institution will operate. Goals and objectives, and relative priority among them, are set by first of all identifying specific outcomes an institution or program desires to have, as a means of translating its mission statement into practical action. Desired outcomes might include student characteristics on graduation; products of research, scholarship, and creative expression on the part of the faculty; and the institution's impact on the community served and on society more broadly. Development or review and revision of goals and objectives are a central part of the Planning phase of the management cycle. Planning furthermore uses the goals and objectives developed for these outcomes to guide the design of the structures and activities (e.g., departments, programs, courses, support services, campus culture, psychological climate), the setting of policies, and the identification and allocation of the fiscal and other resources (e.g., students, staff, physical facilities) needed to achieve the goals. These goals and objectives are also used to design the assessments and evaluations needed to determine whether the goals themselves have been achieved. In theory, planning precedes implementation of all policies and programs."

Source: Planning for Assessment: Mission Statements, Goals, and Objectives, by Lion F. Gardiner, New Jersey Department of Higher Education, 1989.

MODEL OF THE ACADEMIC MANAGEMENT PROCESS
Phase Two: Organizing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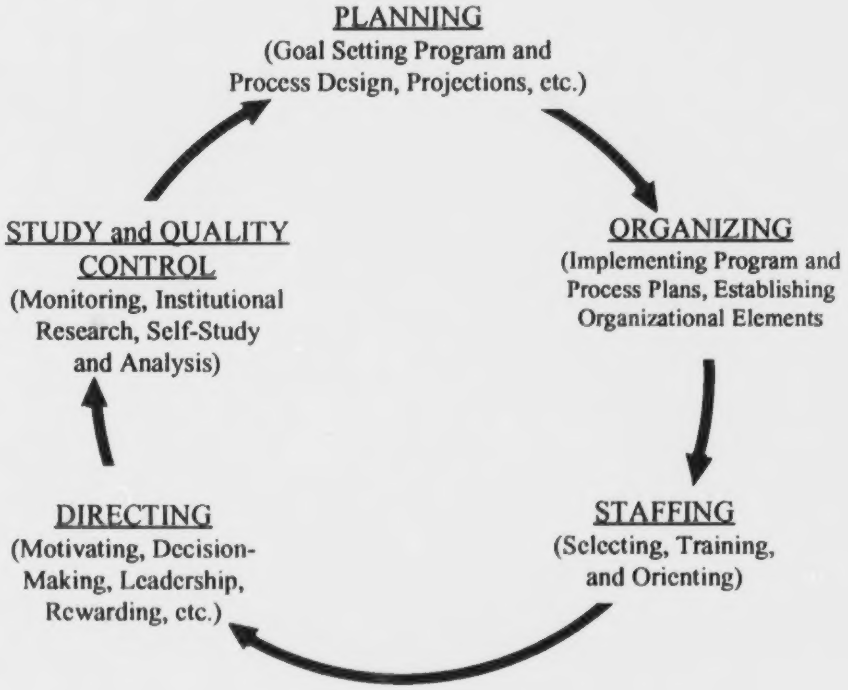
(Monitoring, Institutional Research, Self-Study and Analysis)

"Organizing initiates the implementation of the planned activities that will be employed to achieve the goals. Examples of organizing activities would be dividing up roles to be played and determining relationships within the institution or program; determining the staff qualities and characteristics needed; creating new staff positions; and establishing new departments, programs, and courses."

Source: Planning for Assessment: Mission Statements, Goals, and Objectives, by Lion F. Gardiner, New Jersey Department of Higher Education, 1989.

MODEL OF THE ACADEMIC MANAGEMENT PROCESS
Phase Three: Staffing



PLANNING
(Goal Setting Program and Process Design, Projections, etc.)

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STAFFING
(Selecting, Training, and Orienting)

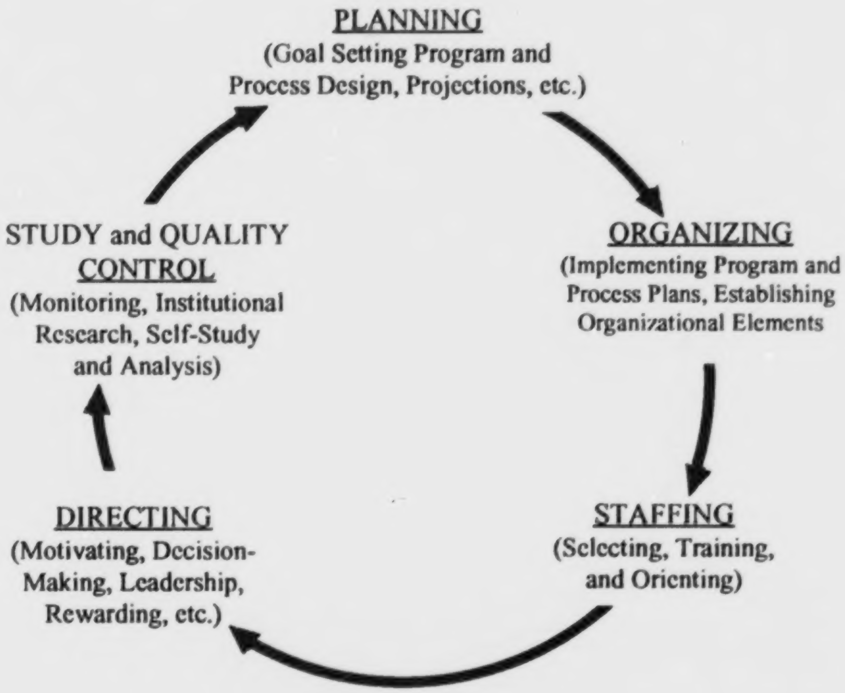
DIRECTING
(Motivating, Decision-Making, Leadership, Rewarding, etc.)

STUDY and QUALITY CONTROL
(Monitoring, Institutional Research, Self-Study and Analysis)

"Staffing involves finding people with the appropriate knowledge, skills, and attitudes for the roles that need to be played in the organization if it is to achieve its goals. Staffing also involves orienting and training other members of the staff so they have the requisite knowledge, skills, and attitudes. Examples of training activities might include leadership and management training for department chairpeople or instructional development activities for members of the faculty."

Source: Planning for Assessment: Mission Statements, Goals, and Objectives, by Lion F. Gardiner, New Jersey Department of Higher Education, 1989.

MODEL OF THE ACADEMIC MANAGEMENT PROCESS
Phase Four: Directing



PLANNING
(Goal Setting Program and
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and Orienting)

DIRECTING
(Motivating, Decision-
Making, Leadership,
Rewarding, etc.)

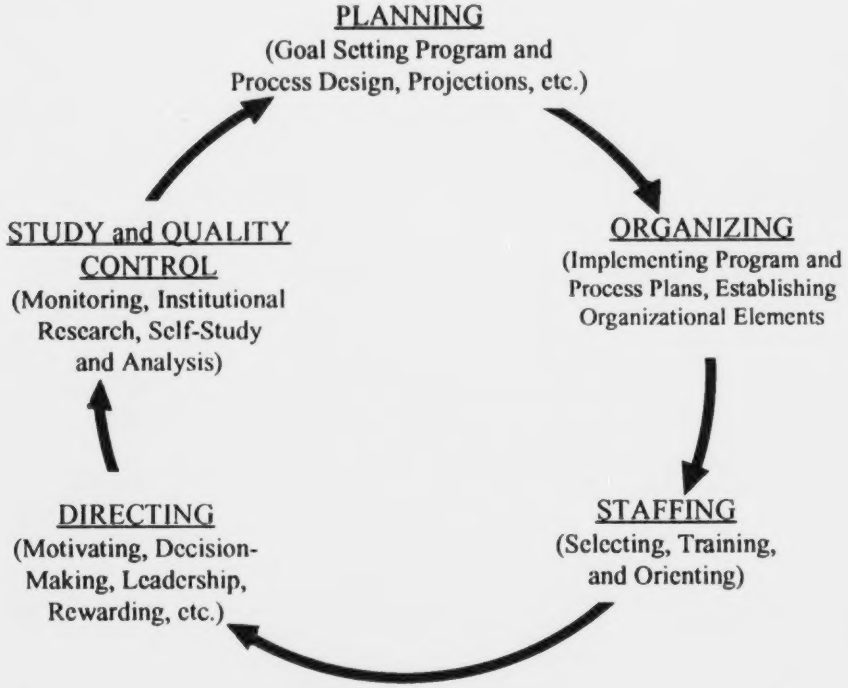
STUDY and QUALITY
CONTROL
(Monitoring, Institutional
Research, Self-Study
and Analysis)

"Directing refers to the exercise of leadership in assigning responsibility and accountability for goal achievement, coordinating, resolving conflicts, and guiding by example... In this version of the cycle, praising, rewarding, and correcting staff members fall under Directing. Directing includes stimulating individual and group creativity and innovation in pursuit of the goals and organizational change."

Source: Planning for Assessment: Mission Statements, Goals, and Objectives, by Lion F. Gardiner, New Jersey Department of Higher Education, 1989.

MODEL OF THE ACADEMIC MANAGEMENT PROCESS

Phase Five: Study and Quality Control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STUDY and QUALITY CONTROL
(Monitoring, Institutional Research, Self-Study and Analysis)

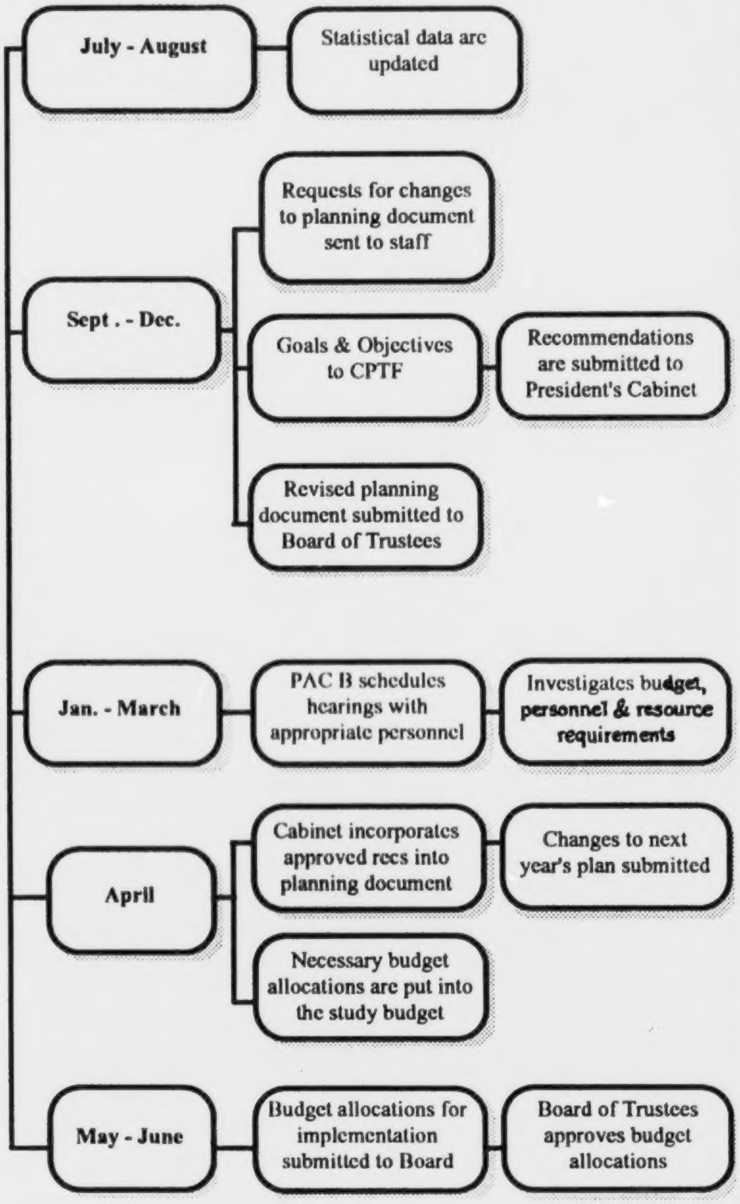
"The Study and Quality Control phase provides a way of knowing how well institutional activities are functioning, and how much the activities are producing of the desired outcomes set out in the goals and objectives. Study and Quality Control provides answers to the questions, "What are our standards?" "How effectively are we achieving our stated goals?" and "How can we be more efficient in achieving them?" Study and Quality Control is where routine institutional research and the assessment and evaluation of outcomes fit in."

Source: Planning for Assessment: Mission Statements, Goals, and Objectives, by Lion F. Gardiner, New Jersey Department of Higher Education, 1989.

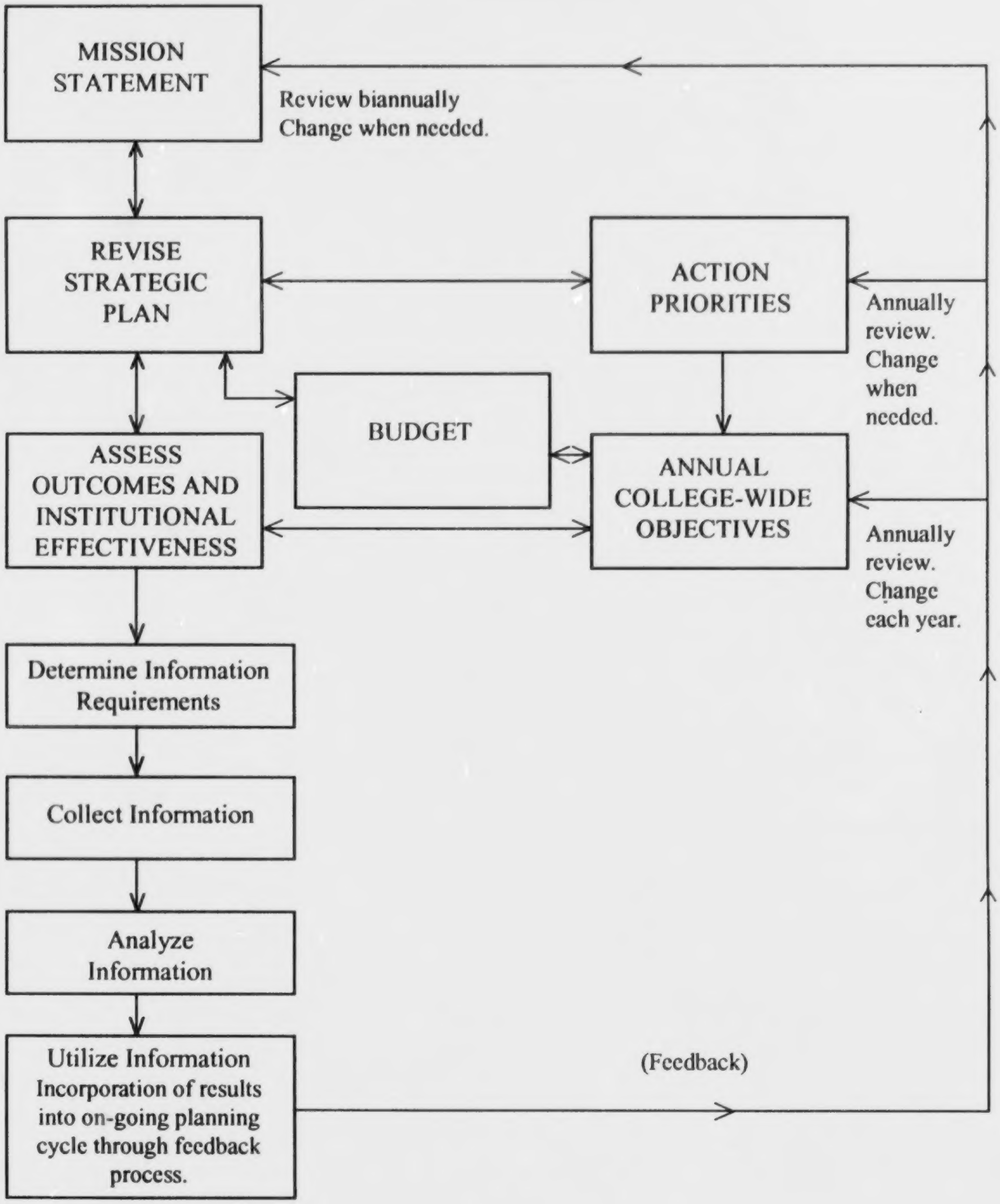
THE PLANNING PROCESS
ANNUAL TIMELINE

The Planning Process

Once each year, the planning document is updated. Items implemented during the past year are documented. Any changes necessary for the current year are made, and objectives are developed for the following year. All changes are submitted to the Comprehensive Planning Task Force (CPTF). The members of the committee consider all aspects of each proposal and make recommendations to the president's cabinet to include proposals into the planning document. It is the responsibility of the cabinet to incorporate the recommendations into the plan in the appropriate place and to confirm all budget, staffing, or other resource requirements. An objective may be added to this document at any time with the approval of the CPTF.

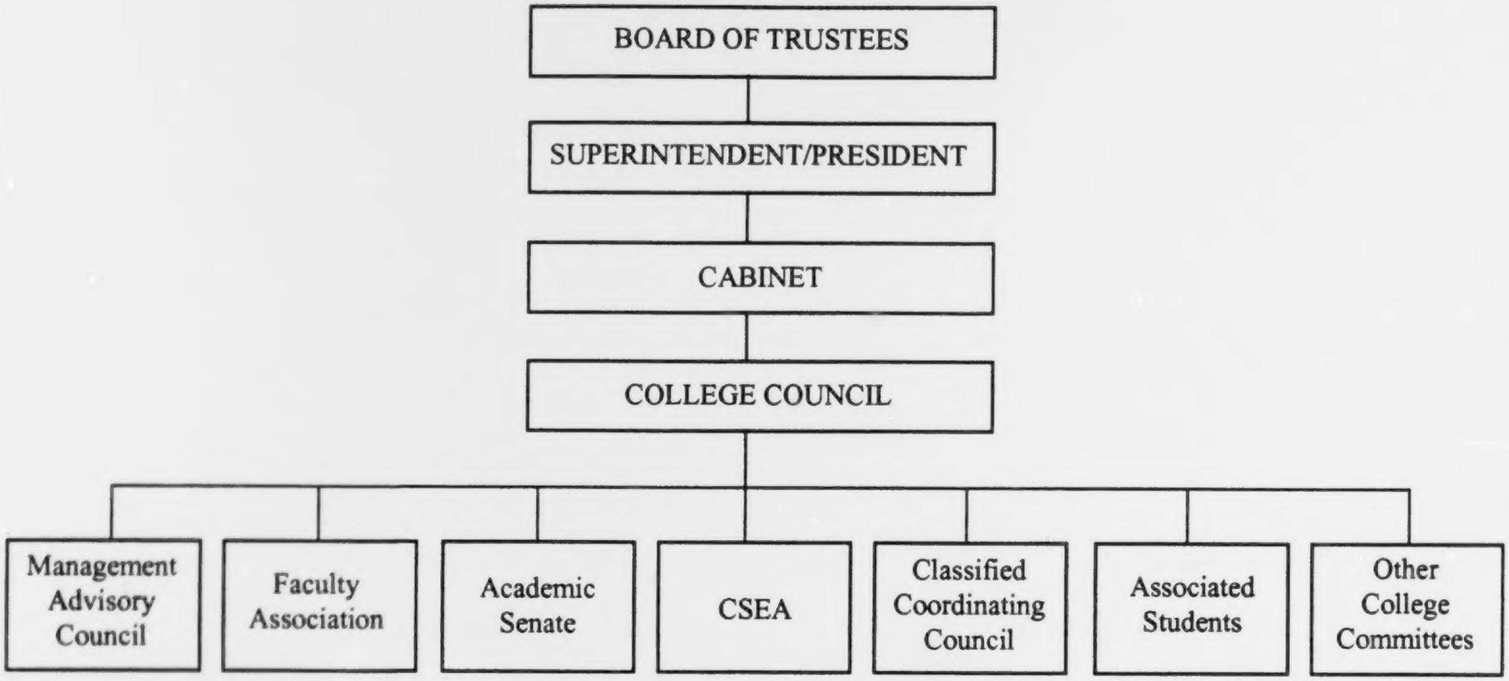

July - August
Statistical data are updated
Sept. - Dec.
Requests for changes to planning document sent to staff
Goals & Objectives to CPTF
Recommendations are submitted to President's Cabinet
Revised planning document submitted to Board of Trustees
Jan. - March
PAC B schedules hearings with appropriate personnel
Investigates budget, personnel & resource requirements
April
Cabinet incorporates approved recs into planning document
Changes to next year's plan submitted
Necessary budget allocations are put into the study budget
May - June
Budget allocations for implementation submitted to Board
Board of Trustees approves budget allocations

THE PLANNING PROCESS
Operational Chart


MISSION STATEMENT
Review biannually
Change when needed.
REVISE STRATEGIC PLAN
ACTION PRIORITIES
Annually review. Change when needed.
BUDGET
ASSESS OUTCOMES AND INSTITUTIONAL EFFECTIVENESS
ANNUAL COLLEGE-WIDE OBJECTIVES
Annually review. Change each year.
Determine Information Requirements
Collect Information
Analyze Information
Utilize Information Incorporation of results into on-going planning cycle through feedback process.
(Feedback)

Source: President's Office, Revised March 17, 1992.

DECISION-MAKING PROCESS



BOARD OF TRUSTEES
- SUPERINTENDENT/PRESIDENT
  - CABINET
    - COLLEGE COUNCIL
      - Management Advisory Council
      - Faculty Association
      - Academic Senate
      - CSEA
      - Classified Coordinating Council
      - Associated Students
      - Other College Committees

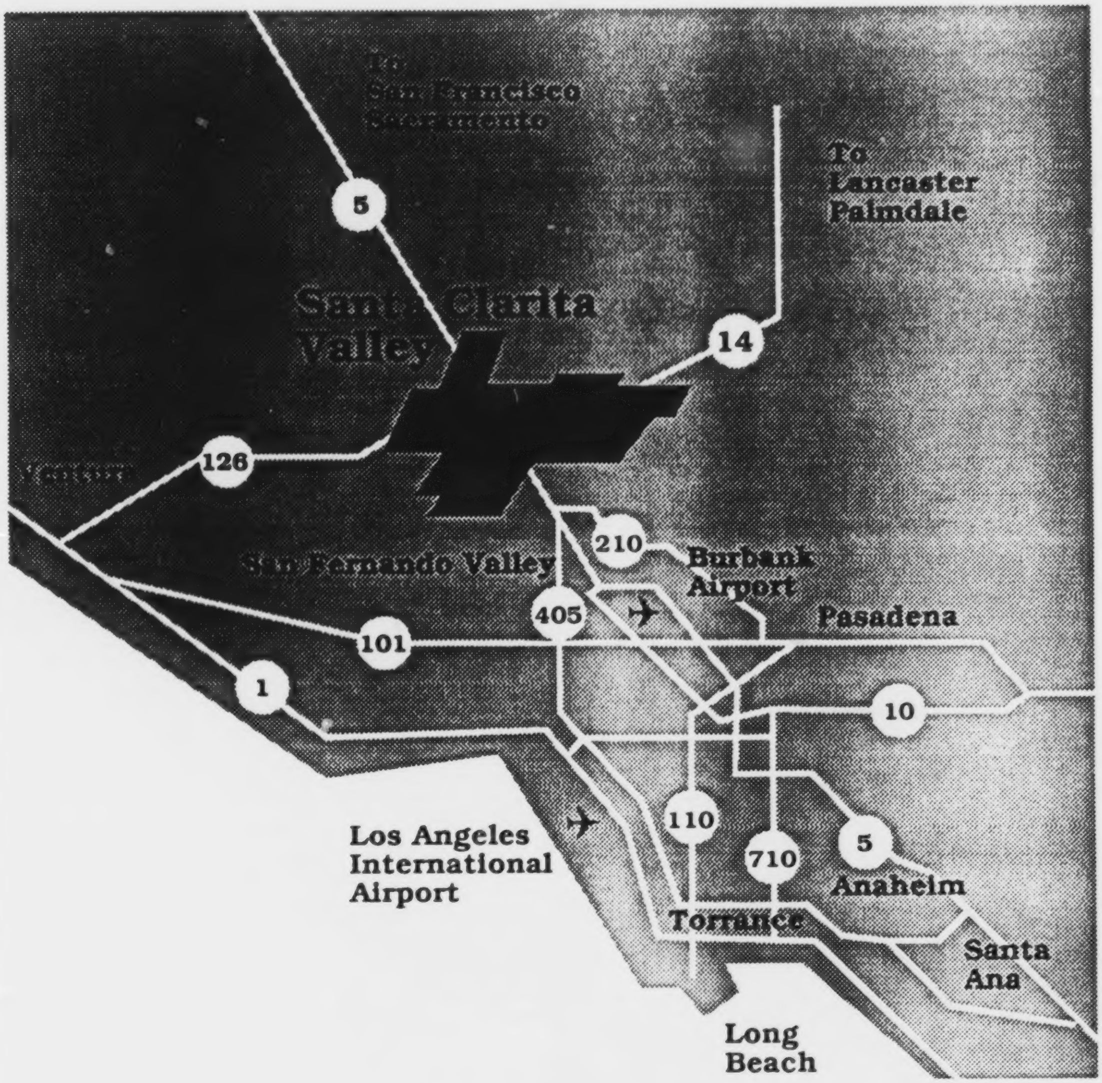
College Council reviews recommendations from college committees before they go to Cabinet, the Superintendent/President, or the Board of Trustees.

College Council is composed of the following representatives:

- Two Academic Senate members
- Management Advisory Council members
- A CSEA representative
- Two Classified Coordinating Council members
- A COCFA representative
- Two student representatives

PART II: THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

THE SANTA CLARITA VALLEY



The Santa Clarita Community College District and its single campus, College of the Canyons, serve the residents of the Santa Clarita Valley.

The Santa Clarita Valley is located 35 miles northwest of downtown Los Angeles and 40 miles east of the Pacific Ocean. The valley is located in Los Angeles County.

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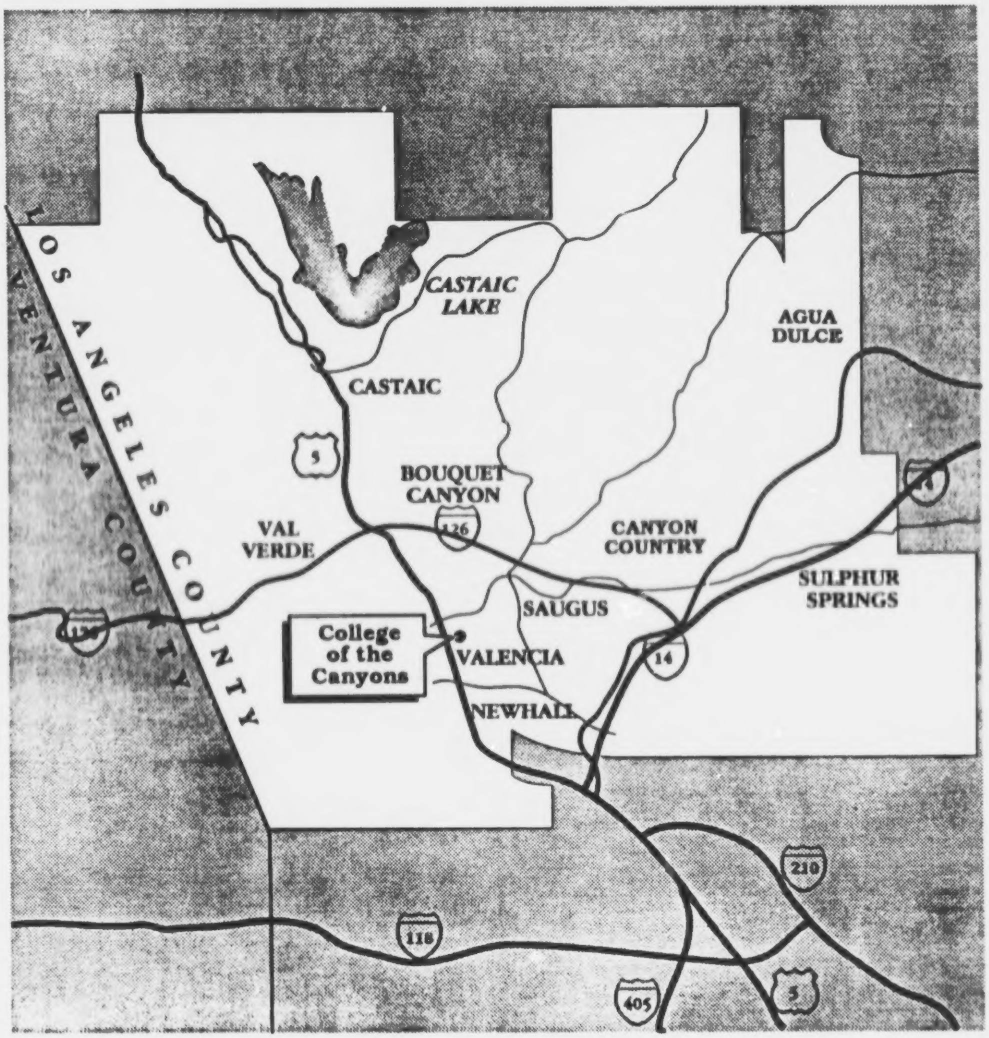
THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

The Community We Serve ...



The Santa Clarita Community College District serves a 367 square mile area. The District includes the newly incorporated City of Santa Clarita, comprised of the communities of Newhall, Saugus, Valencia and Canyon Country, as well as the unincorporated areas of Agua Dulce, Castaic and Val Verde.

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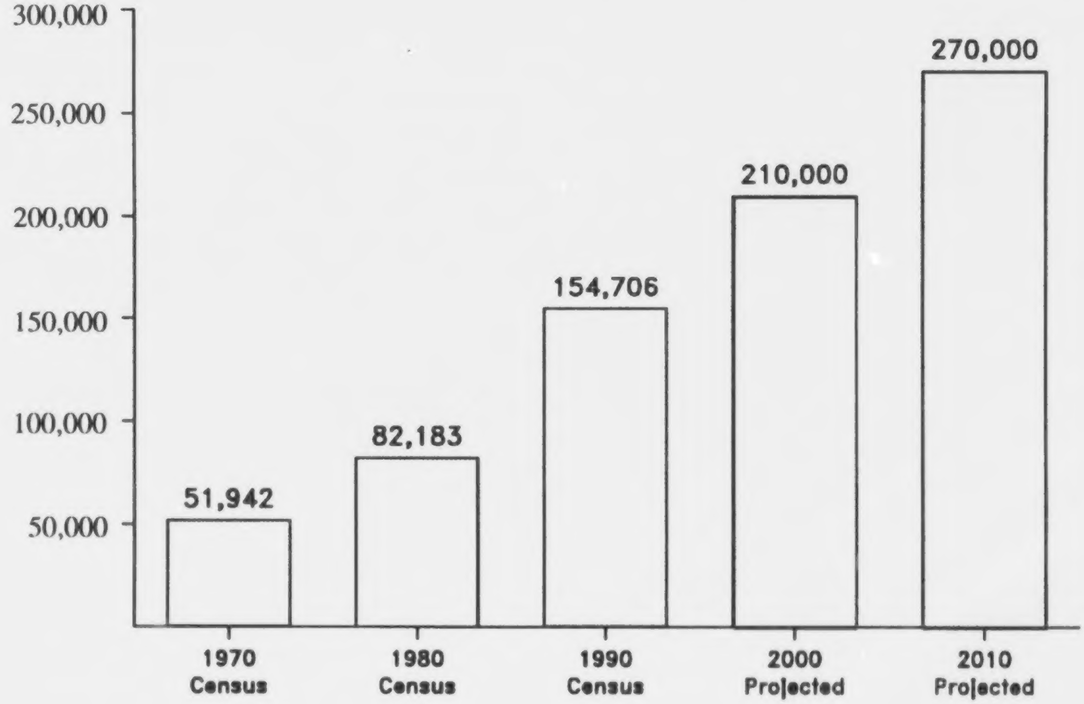
ACTUAL/PROJECTED POPULATION OF THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT, 1970 - 2010



TRENDS:

The 1990 Census recorded 154,706 residents in the Santa Clarita Community College District. The area has shown remarkable population gains in the past decade and is projected to continue its growth into the next century. Los Angeles County posted the largest population gain of any county in the United States during the 1980s. **While Los Angeles County increased in population by 18.5 percent during the decade, the population of the Santa Clarita Valley increased by 88.3 percent -- the greatest increase of any subregion in the county.**

PLANNING IMPACT:

The rapid population growth has resulted in high demand for college services. The demand has far outpaced the ability of the college to respond, given the restricted state budget formulas under which it must operate.

Source: County of Los Angeles 2010 Projections, August 1987.

POPULATION GROWTH BY CITY IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT 1980 to 1990

City	1980 Census	1990 Census	Percentage Increase
Canyon Country	24,928	29,923	20.0%
Castaic	4,645	19,384	317.3%
Newhall	17,228	30,384	76.4%
Saugus	17,882	44,125	146.8%
Valencia	17,500	30,823	76.1%
District Totals	**82,183**	**154,706**	**88.3%**
Los Angeles County	**7,477,503**	**8,863,164**	**18.5%**

TRENDS:
The greatest population growth from 1980 to 1990 was in Castaic, with more than a tripling of its population. In actual number of residents, Saugus exceeded other cities, growing by over 26,000 residents in the 1980s.

PLANNING IMPACT:
As growth increases more rapidly in the northern area of the district, the educational needs of these new residents will need to be considered when planning college services.

Sources: Donnelley Marketing Information Services, Sept. 1990.
Upclose California Databook, 1991.
Los Angeles Times, August 29, 1990, "Preliminary Census Results."

PARTICIPATION RATES BY CITY
Fall 1990

Adults are Persons Age 18 and Above

City	1990 Census Adult Residents	Fall 1990 Enrollment	Participation Rates
Canyon Country	21,186	1,341	6.3%
Castaic	15,972	130	0.8%
Newhall	22,786	719	3.2%
Saugus	30,358	949	3.1%
Valencia	22,467	1,209	5.4%
District Totals	**112,769**	**4,348***	**3.9%**

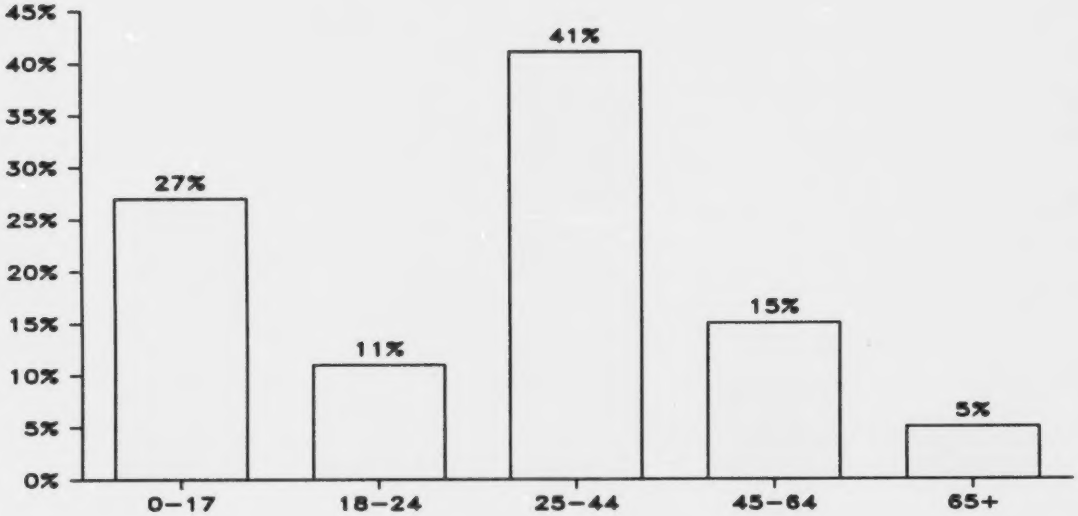
TRENDS:
No historical data has been developed to ascertain trends in participation rates by city and district.

PLANNING IMPACT:
By monitoring participation rates in future years, the college can more adequately determine whether there is proportionate representation from all areas in the district.

* Another 1,756 students were out-of-district residents. Total Fall 1990 enrollment was 6,104.

Sources: Donnelley Marketing Information Services, Sept. 1990.
Upclose California Databook, 1991.
Los Angeles County Office of Regional Planning.

AGE OF RESIDENTS
1990 Census Data



Los Angeles County	26%	12%	35%	17%	10%

TRENDS:
When compared to all of Los Angeles County, Santa Clarita Community College District residents are younger. While 27 percent of county residents are 45 and over, this represents only 20 percent of Santa Clarita residents.

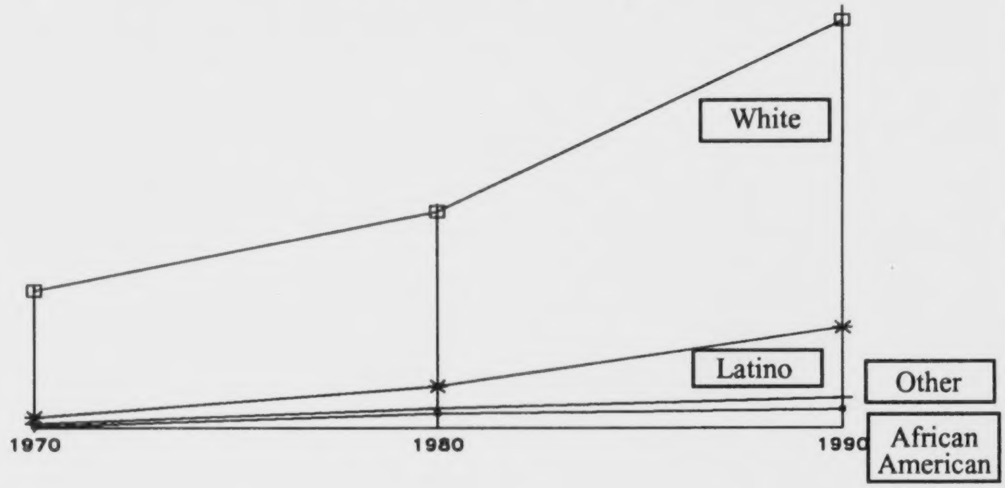
PLANNING IMPACT:
In fall 1991, close to 55 percent of the student body were in the traditional college-going age group of 18 to 24. This age group represents only 11 percent of the population in the SCCCD.

Another 36 percent of the student body was drawn from the 25 to 44 age group. This age group represents 41 percent of the Santa Clarita Community College District population.

While there are over 30,000 residents in the SCCCD, age 45 and above, only 483 of them enrolled at the college in fall 1991. This age group represented 7.5 percent of the student body. The college may wish to explore the educational needs of this large age group to determine whether it wishes to present more courses and/or programs directed toward them.

Source: 1990 Census Data

TOTAL POPULATION CHANGE BY ETHNIC GROUP IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT 1970 = 1990



	N	%	N	%	N	%
White	47,942	**92.3%**	66,239	**80.6%**	116,834	**75.5%**
Latino	2,493	**4.8%**	8,383	**10.2%**	26,360	**17.0%**
Other	624	**1.2%**	5,671	**6.9%**	7,154	**4.7%**
African American	883	**1.7%**	1,890	**2.3%**	4,358	**2.8%**
TOTAL	**51,942**		**82,183**		**154,706**	

TRENDS:
The Santa Clarita Community College District has experienced population growth and ethnic changes in this 20 year period. While once considered a white area, it now has a non-white population of over 37,000, which represents nearly one-quarter of the population.

PLANNING IMPACT:
The college may need to assess the campus climate to see how welcoming it is to students and staff of color.

ETHNICITY OF DISTRICT POPULATION VERSUS STUDENT ENROLLMENT, Fall 1991

	1990 Census District Population		Fall 1991 College Enrollment		
	N	%	N	%	Difference
White	116,834	75.5%	4,783	77.0%	+1.5%
Latino	26,360	17.0%	723	11.6%	-5.4%
Asian	6,291	4.1%	283	4.6%	+0.5%
African American	4,358	2.8%	142	2.3%	-0.5%
Other Non-White	863	0.6%	278	4.5%	+3.9%
TOTAL	**154,706**	**100.0%**	**6,209**	**100.0%**	

TRENDS:
At the time of the 1990 Census, 75.5 percent of the population in the Santa Clarita Community College District identified themselves as white/caucasian. In fall 1991, 77.0 percent of the students enrolled at College of the Canyons said they were white/caucasian. To equal their proportional representation, 95 fewer white/caucasian students would have had to enroll.

As the next largest population group in the valley, Latinos are underrepresented at College of the Canyons. To equal their proportional representation in the total population, another 333 Latino students would have had to enroll in fall 1991.

Two non-white groups are overrepresented at the college. They are students who are Asian and those classified as "Other Non-White" (Filipino, American Indian, Alaskan Native, Middle Eastern and others).

PLANNING IMPACT:
This underrepresentation of Latinos in the student body, in proportion to their representation in the local population, may require the college to undertake a special marketing campaign to encourage their enrollment.

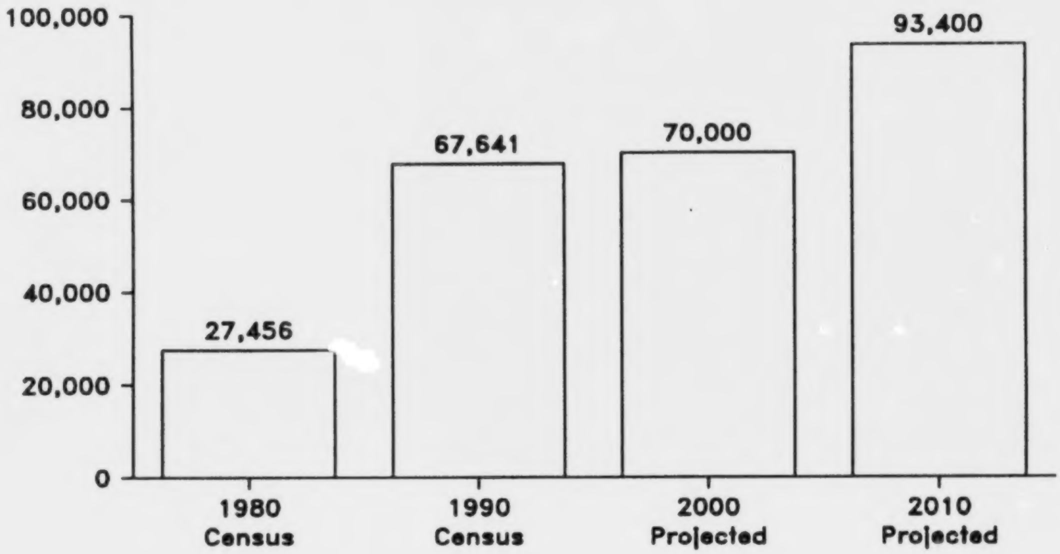
Sources: 1990 Census Data - Upclose California Databook, 1991.
Printout of Student Characteristics as of First Census, Fall 1991.

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
Percentage and Number of Latino Residents by City and Zip Code
1990 Census Data

	Total Population	Percent Latino	Number of Latino Residents
Canyon Country			
91351	29,923	15.3%	4,578
Castaic			
91384	19,451	44.5%	8,656
Newhall			
91321	26,700	18.2%	4,859
91381	3,684	14.1%	519
Saugus			
91350	44,125	12.0%	5,295
Valencia			
91354	7,393	11.0%	809
91355	23,430	7.0%	1,640
DISTRICT TOTAL	**154,706**	**17.0%**	**26,356**

Source: Upclose California Databook, 1991.

ACTUAL/PROJECTED TOTAL HOUSING UNITS IN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT



TRENDS:
The number of housing units in the Santa Clarita Valley increased dramatically in the 1980s. In a period when all of Los Angeles County showed a housing unit growth rate of approximately 13 percent, housing units in the Santa Clarita Valley grew by 146 percent.

PLANNING IMPACT:
The housing unit growth of the region in the 1980s has caused an increase in college enrollment and a greater demand upon college services.

Source: County of Los Angeles 2010 Projections, August 1987.
Los Angeles County Office of Regional Planning, Research Section.

GROWTH IN HOUSING UNITS, BY CITY, WITHIN THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT, 1980 - 1990

	1980 Census	1990 Census	Percentage Increase
Canyon Country	8,315	11,216	34.9%
Castaic	627	3,901	522.2%
Newhall	6,714	12,152	81.0%
Saugus	5,808	18,174	212.9%
Valencia	5,992	12,198	103.6%
District	**27,456**	**67,641**	**146.4%**

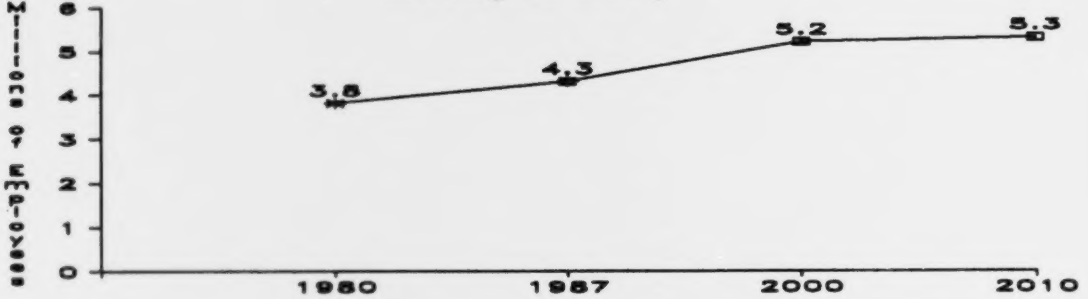
TRENDS:

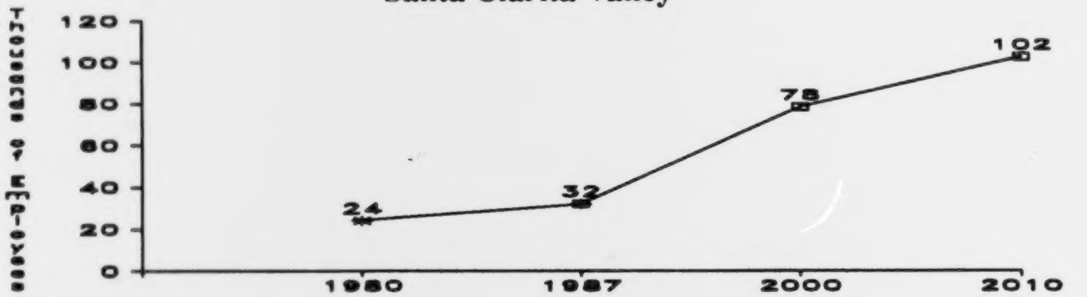
The greatest housing unit growth rate occurred in Castaic, increasing by over 500 percent from 1980 to 1990. In actual number of units, Saugus increased by over 12,000 housing units in the ten year period.

PLANNING IMPACT:

The housing unit growth of the region in the 1980s has caused an increase in college enrollment and a greater demand upon college services.

EMPLOYMENT PROJECTIONS


Los Angeles County


Santa Clarita Valley

TRENDS:

Employment projections for the year 2010 for the Santa Clarita Valley have been reduced from those made in years past. Employment projections made by the Los Angeles County Department of Regional Planning in 1987 predicted employment to rise to 111,000, or more than 3.4 times its 1987 rate of 32,405. Recent projections by the Southern California Association of Governments have reduced that figure by about 9,000 employees to 102,198.

When compared to the growth rate projected for Los Angeles County, the Santa Clarita Valley is greatly outdistancing the county as a whole. Employment in the county is projected to increase by 24 percent from 1987 to 2010. During that same time, growth in Santa Clarita Valley employment is projected to rise by 215 percent.

PLANNING IMPACT:

The possible implications for the college of continued employment growth in the Santa Clarita Valley may include:

- Increased need for contract education services,
- Increased enrollment of local employees in the regular credit program and in community services courses,
- Monitoring of the training and educational needs of local employers to keep the academic programs of the college responsive to its community.

Sources: Los Angeles County Department of Regional Planning. County of Los Angeles 2010 Projections, August 1987.
Southern California Association of Governments, Forecasting Group, August 1992.

PROJECTION OF JOBS/HOUSING BALANCE

Santa Clarita Valley
(Figures expressed in Thousands)

	1980	1990	2000	2010
Jobs	**24.00**	**46.00**	**78.00**	**102.20**
Housing Units	**26.40**	**50.10**	**70.00**	**89.80**
Jobs/Housing Balance	**.91**	**.92**	**1.11**	**1.14**

TRENDS:

An important concept in the management of regional growth is the balance of jobs and housing. A balance of jobs and housing within the Santa Clarita Valley should match that of Los Angeles County as a whole.

The 2010 forecast for the jobs/housing balance for Los Angeles County is 1.14, or 1.14 jobs for every residential unit. While the current ratio of .92 for the Santa Clarita Valley indicates an excess of housing in relation to jobs, the projected ratio of 1.14 for 2010 will provide a more balanced level of jobs with the valley and a ratio equal to that of the county.

PLANNING IMPACT:

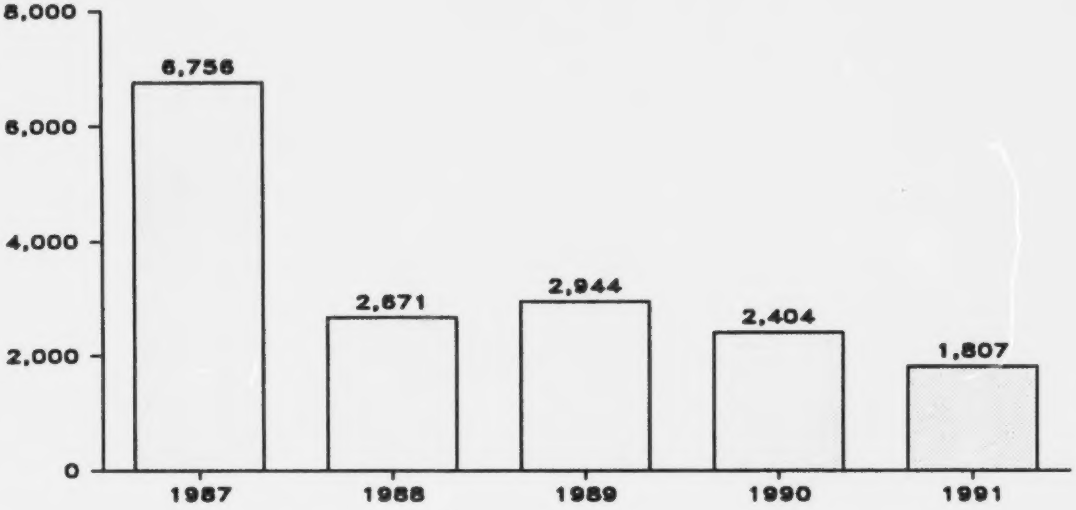
The ratio of jobs to housing units indicates that while the valley currently has more housing units than jobs, the balance is projected to shift by the year 2000.

The increase in the proportion of jobs available per household may impact the college in the following ways:

- Increased demand for credit courses by residents wishing to retrain in a new field,
- Increased demand for specialized, on-site employee training by local employers wishing to retain good employees, and
- Increased demand from local employers for a greater diversity in the college's curriculum.

Sources: County of Los Angeles 2010 Projections, August 1987.
Southern California Association of Governments, August 1992.

BUILDING PERMITS ISSUED IN THE SANTA CLARITA VALLEY, 1987 - 1991



TRENDS:
The number of building permits issued for the region has slowed markedly in the past few years.

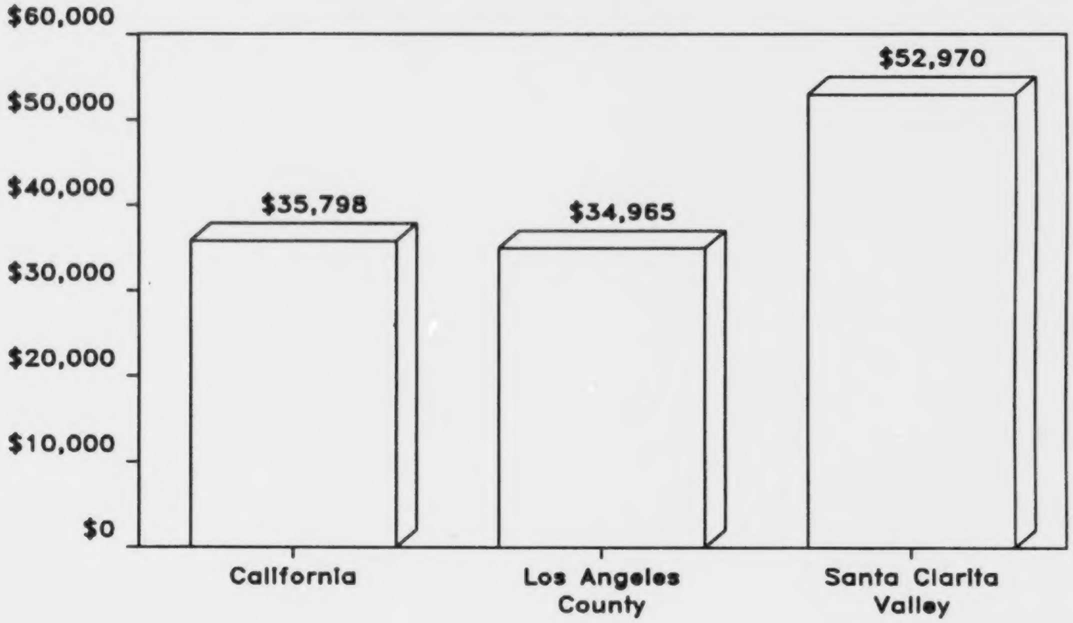
PLANNING IMPACT:
Both the city and the county have greatly reduced the number of building permits issued in the past four years, as compared to 1987.

This downturn in area building may slow the rate of population growth in the district. Since the college cannot accommodate the enrollment demands of the current population, this slower rate of growth may provide the college with the time it needs to enlarge its facilities and staff to more adequately respond to district educational needs.

Sources: City of Santa Clarita, Dept. of Building and Safety.
County of Los Angeles, Building and Safety Dept.

MEDIAN HOUSEHOLD INCOME

1990 Census Data



Median income means half of the residents earn more than the median and half earn less.

TRENDS:
The median household income of Santa Clarita Valley residents exceeded the figures for both the county and the state.

PLANNING IMPACT:
It will be important to compare the income levels of residents to that of students enrolling at the college to see if the student body is representative of all income levels in the Santa Clarita Valley.

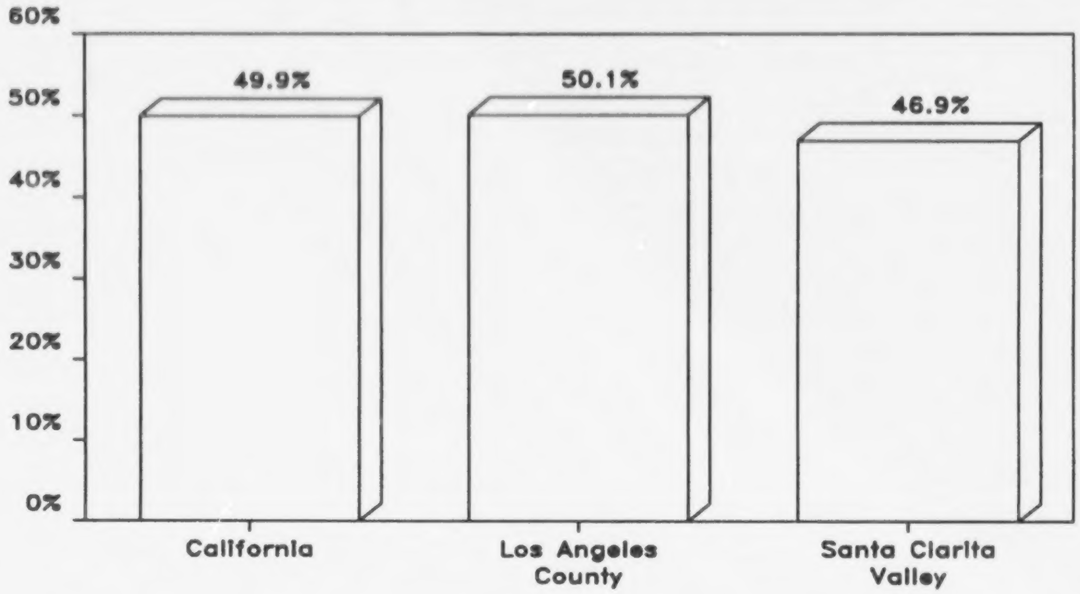
Source: U.S. Census Bureau

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
Median Home Value and Median Monthly Rent by City and Zip Code
1990 Census Data

	Median Home Value	Median Monthly Rent
Canyon Country		
91351	$195,920	$762
Castaic		
91384	$214,683	$631
Newhall		
91321	$258,270	$678
91381	$264,362	$862
Saugus		
91350	$243,820	$844
Valencia		
91354	$237,808	$836
91355	$293,390	$862
Los Angeles County	**$226,400**	**$570**
State of California	**$195,500**	**$561**

Source: Upclose California Databook, 1991.

GENDER
Percentage of Female Residents
1990 Census Data

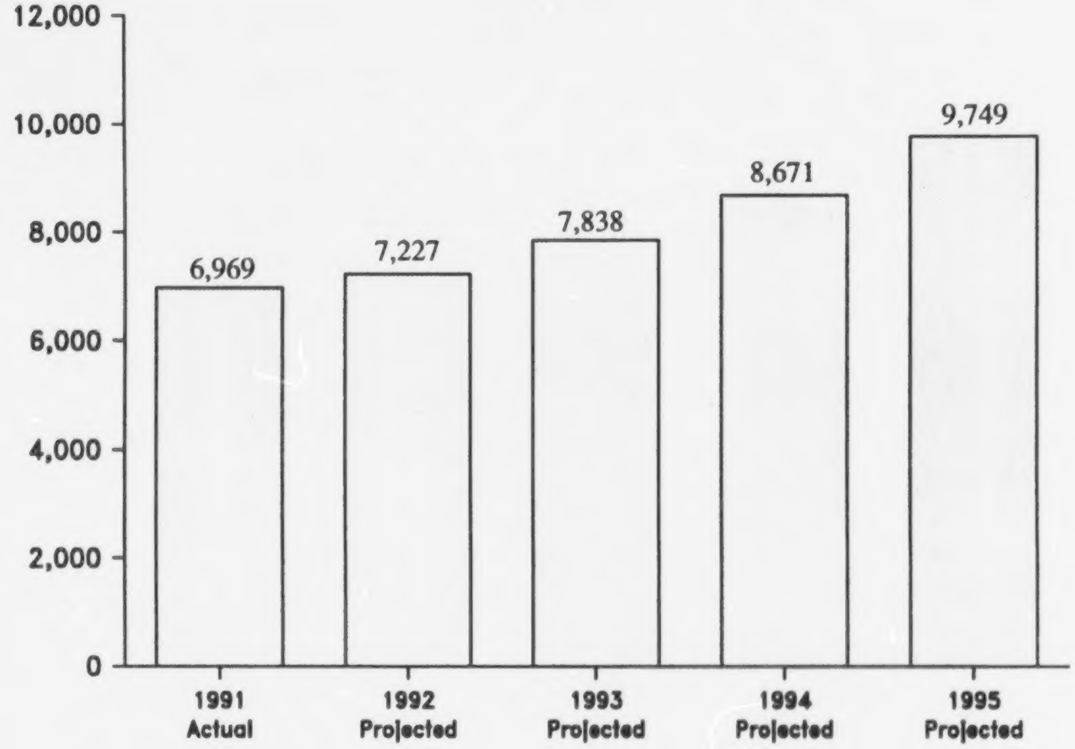


TRENDS:
While women make up about half the population in both Los Angeles County and in the state, women represent only 47 percent of the residents in the Santa Clarita Valley. The presence of the Honor Farm in Castaic with all-male inmates decreases the overall percent of females present in the valley.

PLANNING IMPACT:
Women continue to outnumber men at the college. The college has not explored the reasons for this lack of proportional representation. It might stem from the availability of traditionally female academic programs, the lower cost of community college enrollment, or the presence of child development services which enable the enrollment of a greater number of female students.

Source: Upclose California Databook, 1991.

ACTUAL/PROJECTED ENROLLMENT
W.S. Hart Union High School District
Grades 9-12



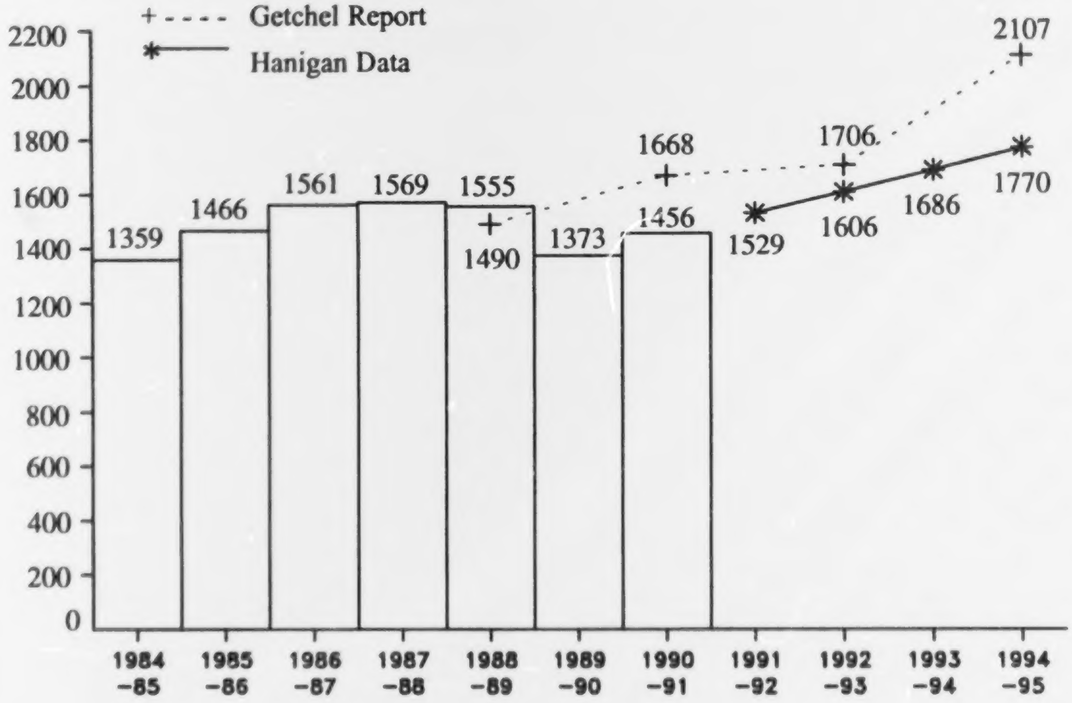
TRENDS:
Enrollment projections of the Hart District predict a 40 percent increase in high school enrollment by 1995.

PLANNING IMPACT:
Recent figures show that 53 percent of Hart District high school seniors say they plan to enroll in a community college the following fall. If that figure holds constant at a time of increasing enrollment in local high schools, the result could be an ever larger pool of first-time students hoping to enroll at College of the Canyons.

Source: Enrollment projections by Neptune-Thomas-Davis prepared for Wm. S. Hart District, Nov. 1, 1991.

ACTUAL/PROJECTED NUMBER OF HIGH SCHOOL GRADUATES

William S. Hart Union High School District



TRENDS:
Two projections are presented. The first was prepared by Gordon Getchel and presented in an August 1987 report to the Hart District. They are the more optimistic figures and are based on all possible projected housing development in the valley. The 1987 figures did not allow for the subsequent downturn in housing development and the economy. The second set of projections are more conservative and reflect a 5 percent growth rate in the number of graduates. They are based on data from Dan Hanigan, assistant superintendent of the Hart District.

PLANNING IMPACT:
If the number of graduates increases at only the moderate rate, it will still mean a larger number of high school graduates. Given the increased fees and tuition at CSU and UC campuses, a larger proportion of high school graduates will continue to choose to enroll at their local community college.

Source: G. Getchel, School Planning Services, "Future Facilities Vocation Study for Wm. S. Hart Union High School District", August 1987.

POST-GRADUATION PLANS OF JUNE HART DISTRICT GRADUATES, 1986 - 1991

Percentage of Students Selecting Each Choice

Choice	1986	1987	1988	1989	1990	1991
No. Responding	1311	1346	1376	1320	1228	1278
1. Attending College						
A. University of California	7%	6%	6%	7%	7%	6%
B. California State University	13%	13%	12%	12%	10%	10%
C. Four-year private college/univ.	9%	9%	9%	9%	8%	9%
D. Community college	34%	42%	47%	51%	50%	53%
E. Vocation/Technical college	7%	4%	5%	5%	4%	3%
2. Armed Forces	4%	4%	4%	5%	3%	3%
3. Work Full-time	17%	15%	11%	9%	13%	7%
4. Other	9%	6%	5%	6%	6%	9%

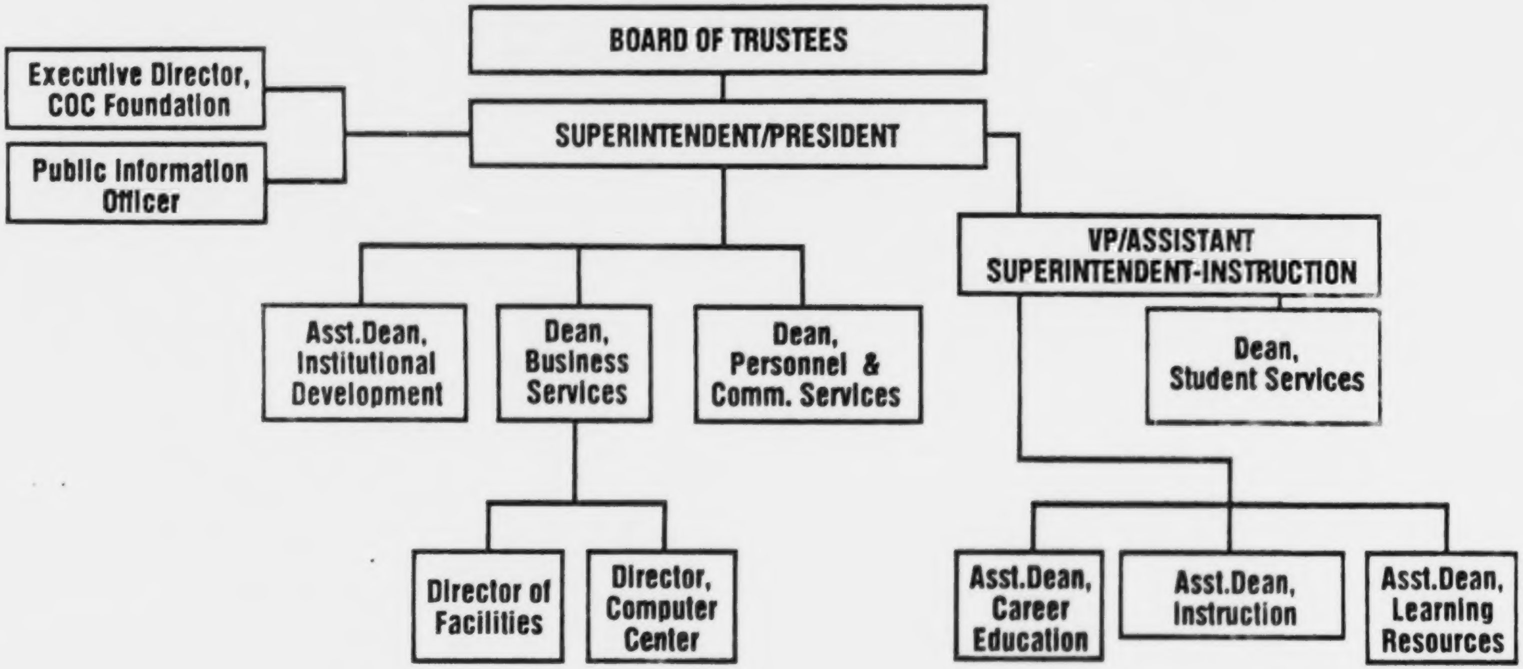
TRENDS:
The percentage of June graduates from the Hart District "planning to attend a community college" has risen markedly over the last six years.

PLANNING IMPACT:
Since College of the Canyons is the closest community college and the only public postsecondary institution located within the Hart District, the majority of the "community-college bound" students subsequently enroll at College of the Canyons.

Source: G. Wexler, Final Report of the Graduating Class of 1991, 1990, 1989, 1988, 1987 and 1986. Wm. S. Hart School District.

PART III: ORGANIZATIONAL STRUCTURE

ADMINISTRATIVE ORGANIZATION



BOARD OF TRUSTEES

SUPERINTENDENT/PRESIDENT

Executive Director, COC Foundation

Public Information Officer

Asst.Dean, Institutional Development

Dean, Business Services

Director of Facilities

Director, Computer Center

Dean, Personnel & Comm. Services

VP/ASSISTANT SUPERINTENDENT-INSTRUCTION

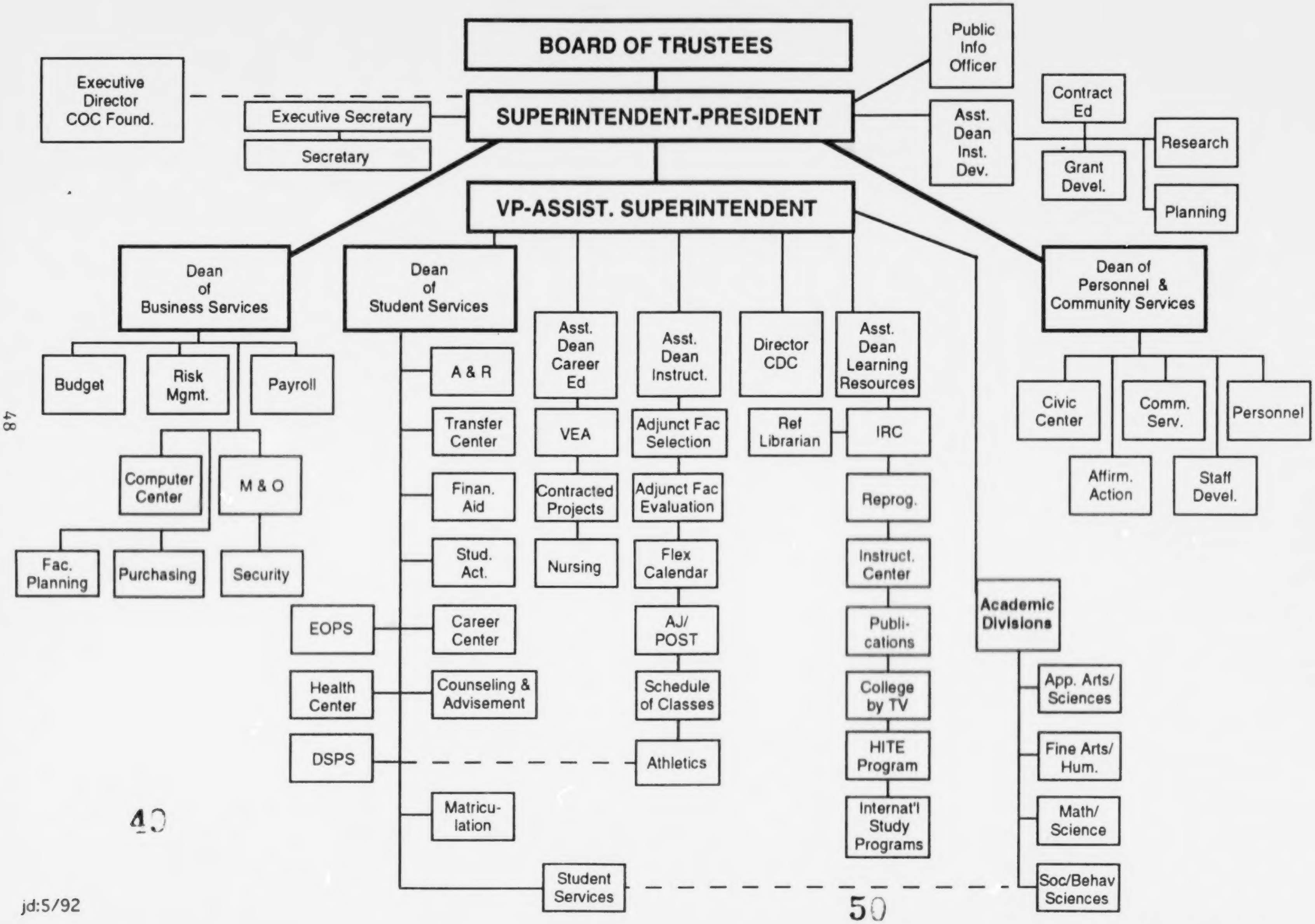
Dean, Student Services

Asst.Dean, Career Education

Asst.Dean, Instruction

Asst.Dean, Learning Resources

SANTA CLARITA COMMUNITY COLLEGE DISTRICT
FUNCTIONAL RESPONSIBILITIES



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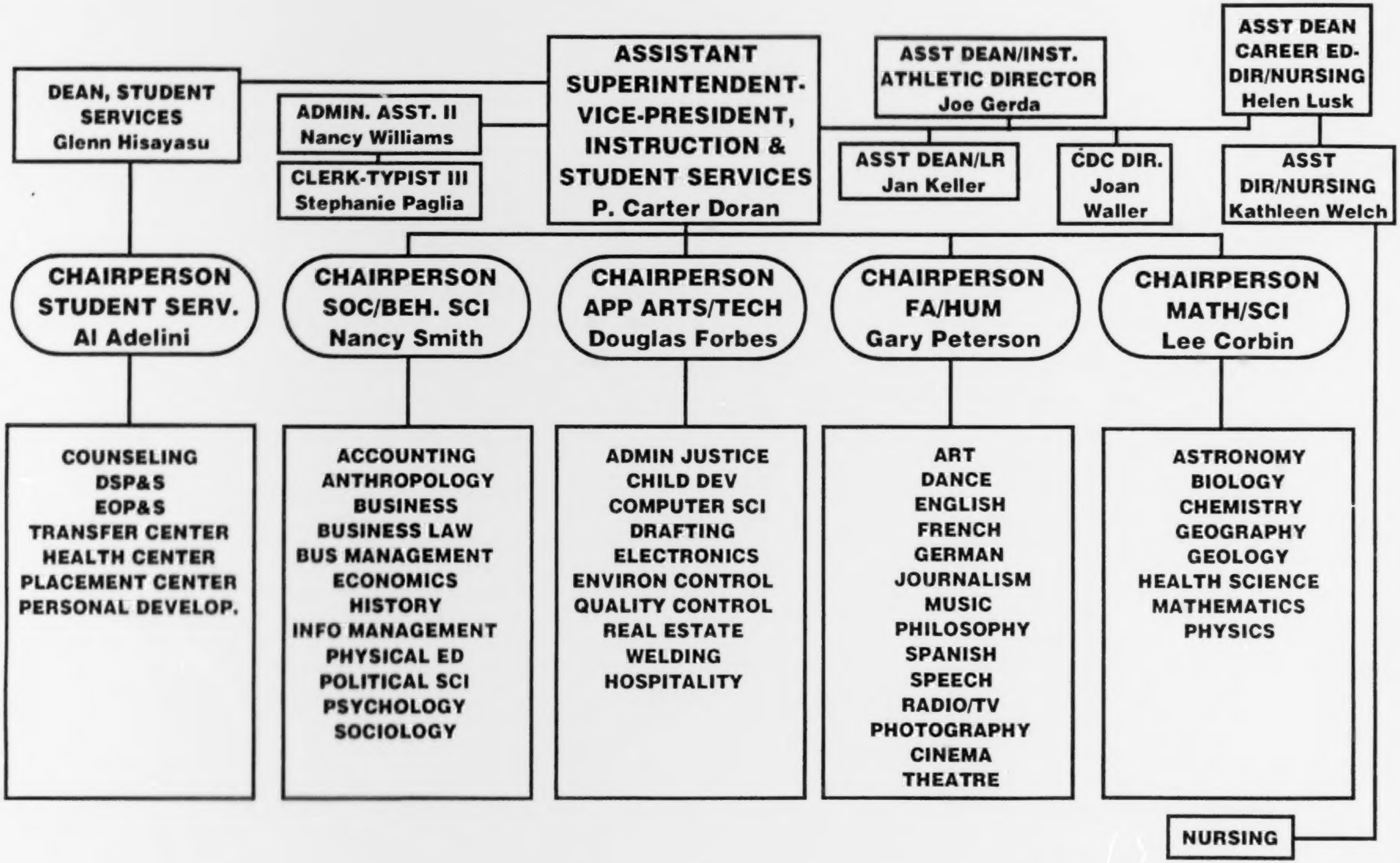
INSTRUCTION



ASSISTANT SUPERINTENDENT-VICE-PRESIDENT, INSTRUCTION & STUDENT SERVICES
P. Carter Doran

DEAN, STUDENT SERVICES
Glenn Hisayasu

ADMIN. ASST. II
Nancy Williams

CLERK-TYPIST III
Stephanie Paglia

ASST DEAN/INST. ATHLETIC DIRECTOR
Joe Gerda

ASST DEAN CAREER ED-DIR/NURSING
Helen Lusk

ASST DEAN/LR
Jan Keller

CDC DIR.
Joan Waller

ASST DIR/NURSING
Kathleen Welch

CHAIRPERSON STUDENT SERV.
Al Adelini

- COUNSELING
- DSP&S
- EOP&S
- TRANSFER CENTER
- HEALTH CENTER
- PLACEMENT CENTER
- PERSONAL DEVELOP.

CHAIRPERSON SOC/BEH. SCI
Nancy Smith

- ACCOUNTING
- ANTHROPOLOGY
- BUSINESS
- BUSINESS LAW
- BUS MANAGEMENT
- ECONOMICS
- HISTORY
- INFO MANAGEMENT
- PHYSICAL ED
- POLITICAL SCI
- PSYCHOLOGY
- SOCIOLOGY

CHAIRPERSON APP ARTS/TECH
Douglas Forbes

- ADMIN JUSTICE
- CHILD DEV
- COMPUTER SCI
- DRAFTING
- ELECTRONICS
- ENVIRON CONTROL
- QUALITY CONTROL
- REAL ESTATE
- WELDING
- HOSPITALITY

CHAIRPERSON FA/HUM
Gary Peterson

- ART
- DANCE
- ENGLISH
- FRENCH
- GERMAN
- JOURNALISM
- MUSIC
- PHILOSOPHY
- SPANISH
- SPEECH
- RADIO/TV
- PHOTOGRAPHY
- CINEMA
- THEATRE

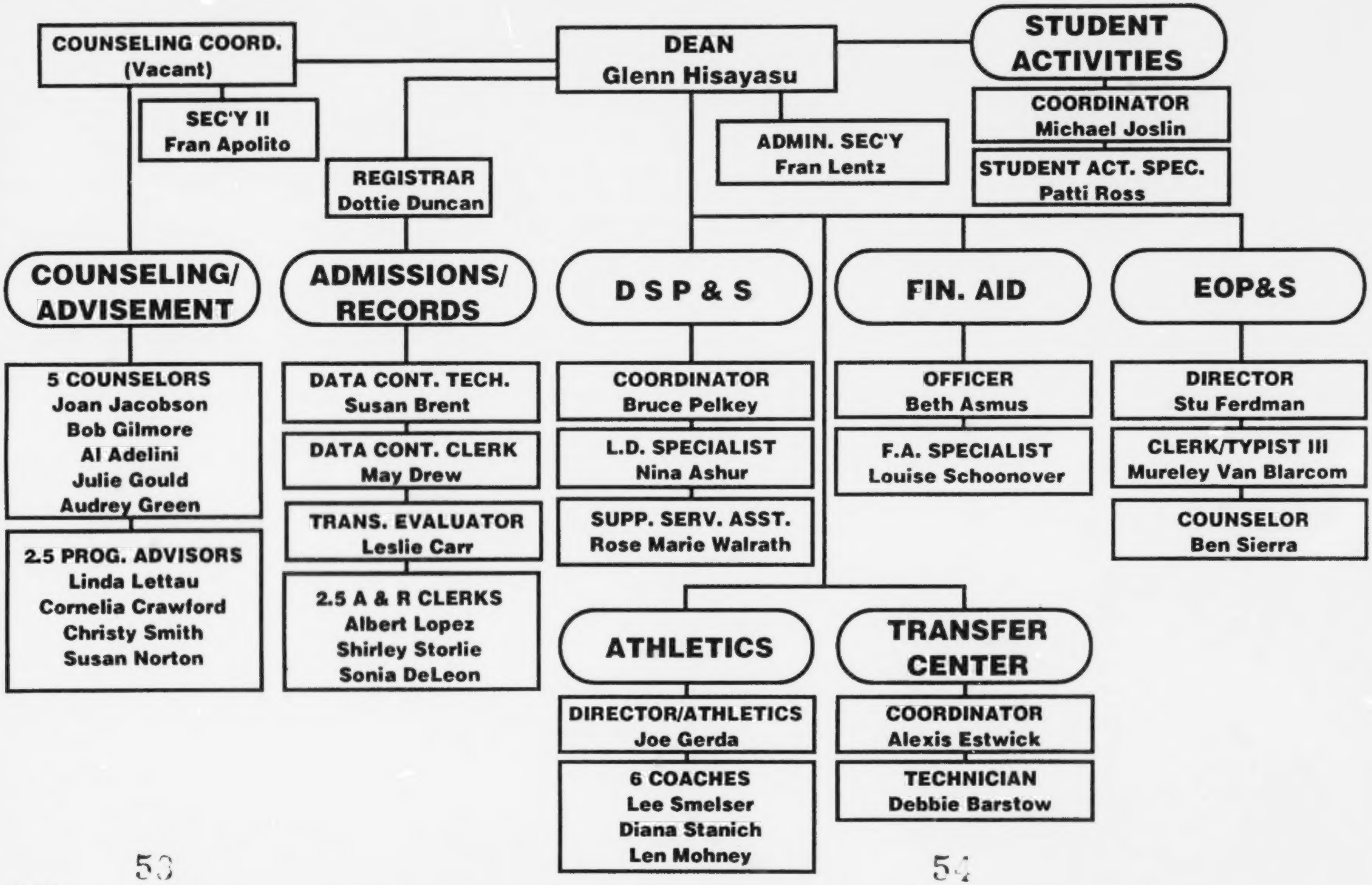
CHAIRPERSON MATH/SCI
Lee Corbin

- ASTRONOMY
- BIOLOGY
- CHEMISTRY
- GEOGRAPHY
- GEOLOGY
- HEALTH SCIENCE
- MATHEMATICS
- PHYSICS

NURSING

JD 8/92

STUDENT SERVICES



DEAN
Glenn Hisayasu

COUNSELING COORD.
(Vacant)

SEC'Y II
Fran Apolito

REGISTRAR
Dottie Duncan

ADMIN. SEC'Y
Fran Lentz

STUDENT ACTIVITIES

COORDINATOR
Michael Joslin

STUDENT ACT. SPEC.
Patti Ross

COUNSELING/ ADVISEMENT

5 COUNSELORS
Joan Jacobson
Bob Gilmore
Al Adelini
Julie Gould
Audrey Green

2.5 PROG. ADVISORS
Linda Lettau
Cornelia Crawford
Christy Smith
Susan Norton

ADMISSIONS/ RECORDS

DATA CONT. TECH.
Susan Brent

DATA CONT. CLERK
May Drew

TRANS. EVALUATOR
Leslie Carr

2.5 A & R CLERKS
Albert Lopez
Shirley Storlie
Sonia DeLeon

D S P & S

COORDINATOR
Bruce Pelkey

L.D. SPECIALIST
Nina Ashur

SUPP. SERV. ASST.
Rose Marie Walrath

FIN. AID

OFFICER
Beth Asmus

F.A. SPECIALIST
Louise Schoonover

EOP&S

DIRECTOR
Stu Ferdman

CLERK/TYPIST III
Mureley Van Blarcom

COUNSELOR
Ben Sierra

ATHLETICS

DIRECTOR/ATHLETICS
Joe Gerda

6 COACHES
Lee Smelser
Diana Stanich
Len Mohney

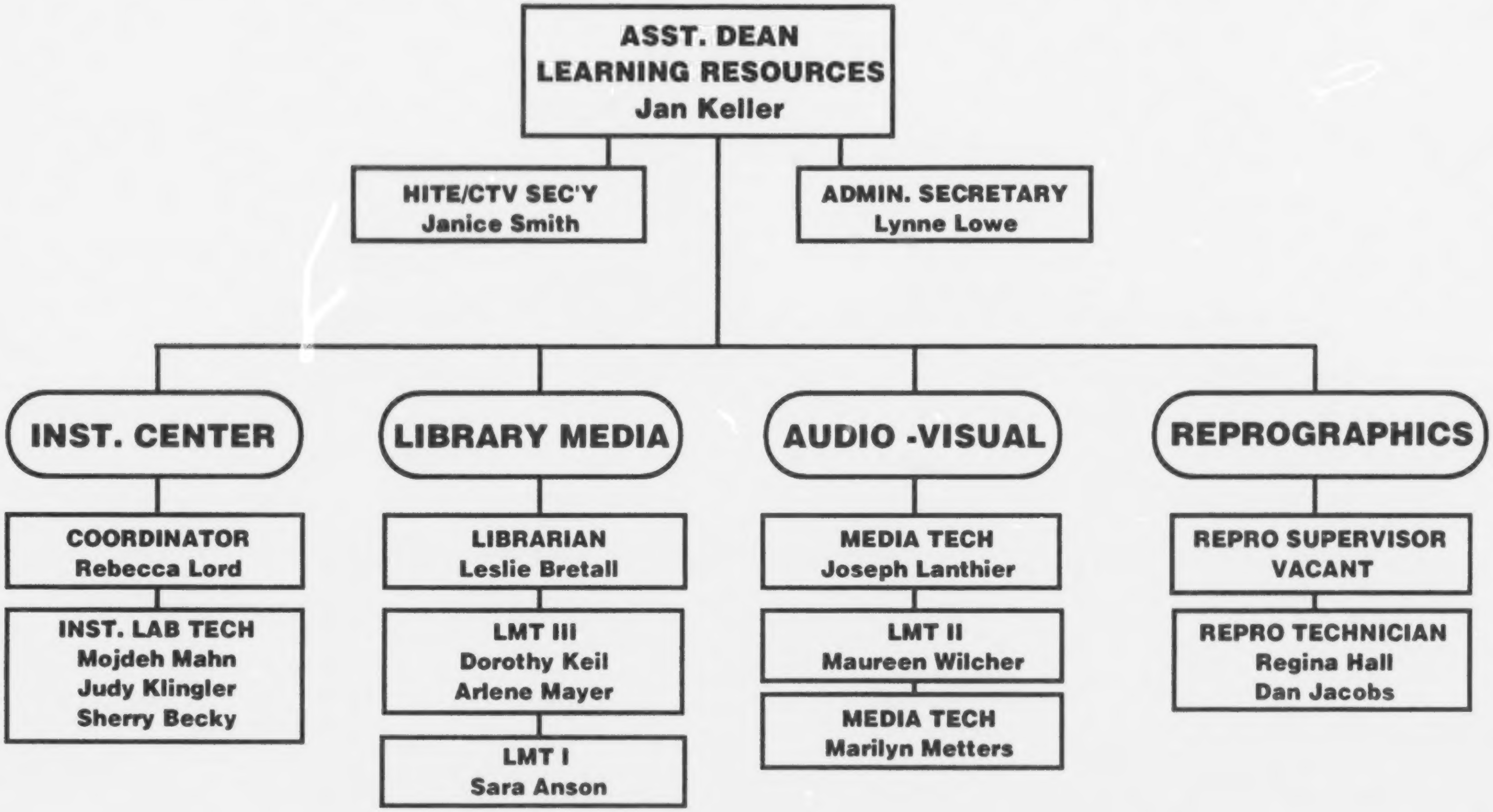
TRANSFER CENTER

COORDINATOR
Alexis Estwick

TECHNICIAN
Debbie Barstow

JD:8/92

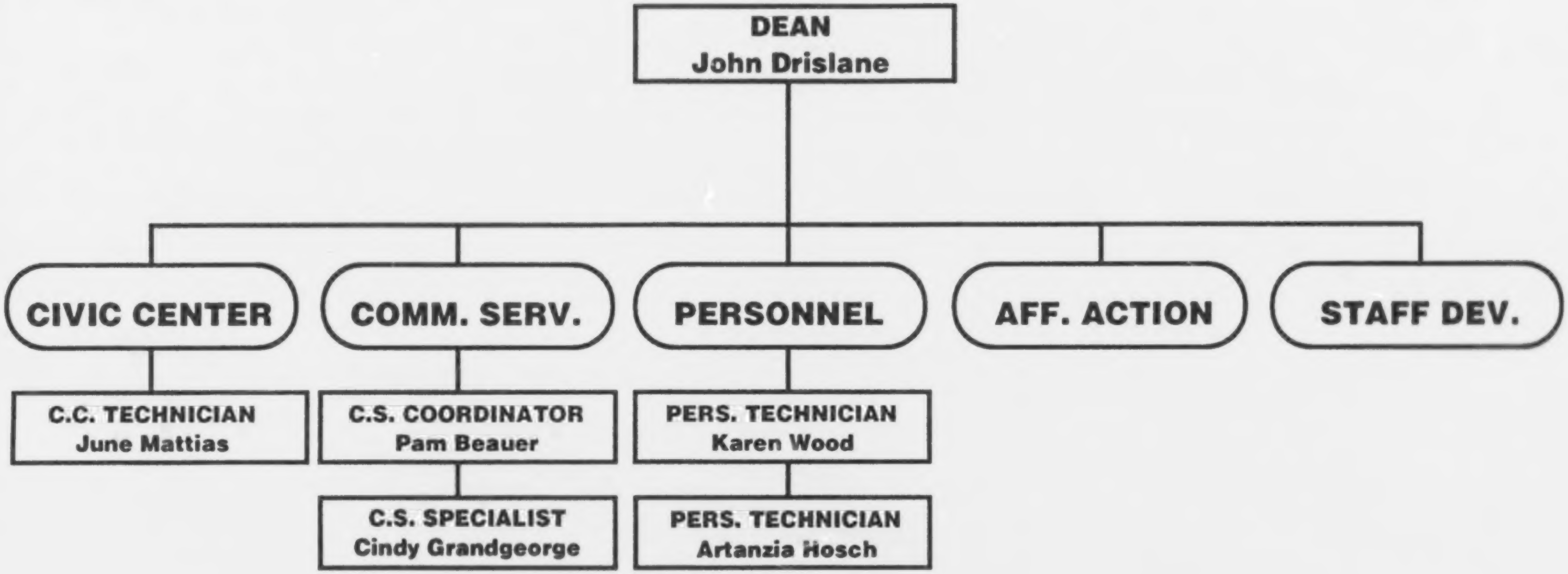
INSTRUCTIONAL RESOURCE CENTER



- **ASST. DEAN LEARNING RESOURCES** Jan Keller
  - **HITE/CTV SEC'Y** Janice Smith
  - **ADMIN. SECRETARY** Lynne Lowe
  - **INST. CENTER**
    - **COORDINATOR** Rebecca Lord
      - **INST. LAB TECH** Mojdeh Mahn, Judy Klingler, Sherry Becky
  - **LIBRARY MEDIA**
    - **LIBRARIAN** Leslie Bretall
      - **LMT III** Dorothy Keil, Arlene Mayer
        - **LMT I** Sara Anson
  - **AUDIO -VISUAL**
    - **MEDIA TECH** Joseph Lanthier
      - **LMT II** Maureen Wilcher
        - **MEDIA TECH** Marilyn Metters
  - **REPROGRAPHICS**
    - **REPRO SUPERVISOR** VACANT
      - **REPRO TECHNICIAN** Regina Hall, Dan Jacobs

JD 8/92

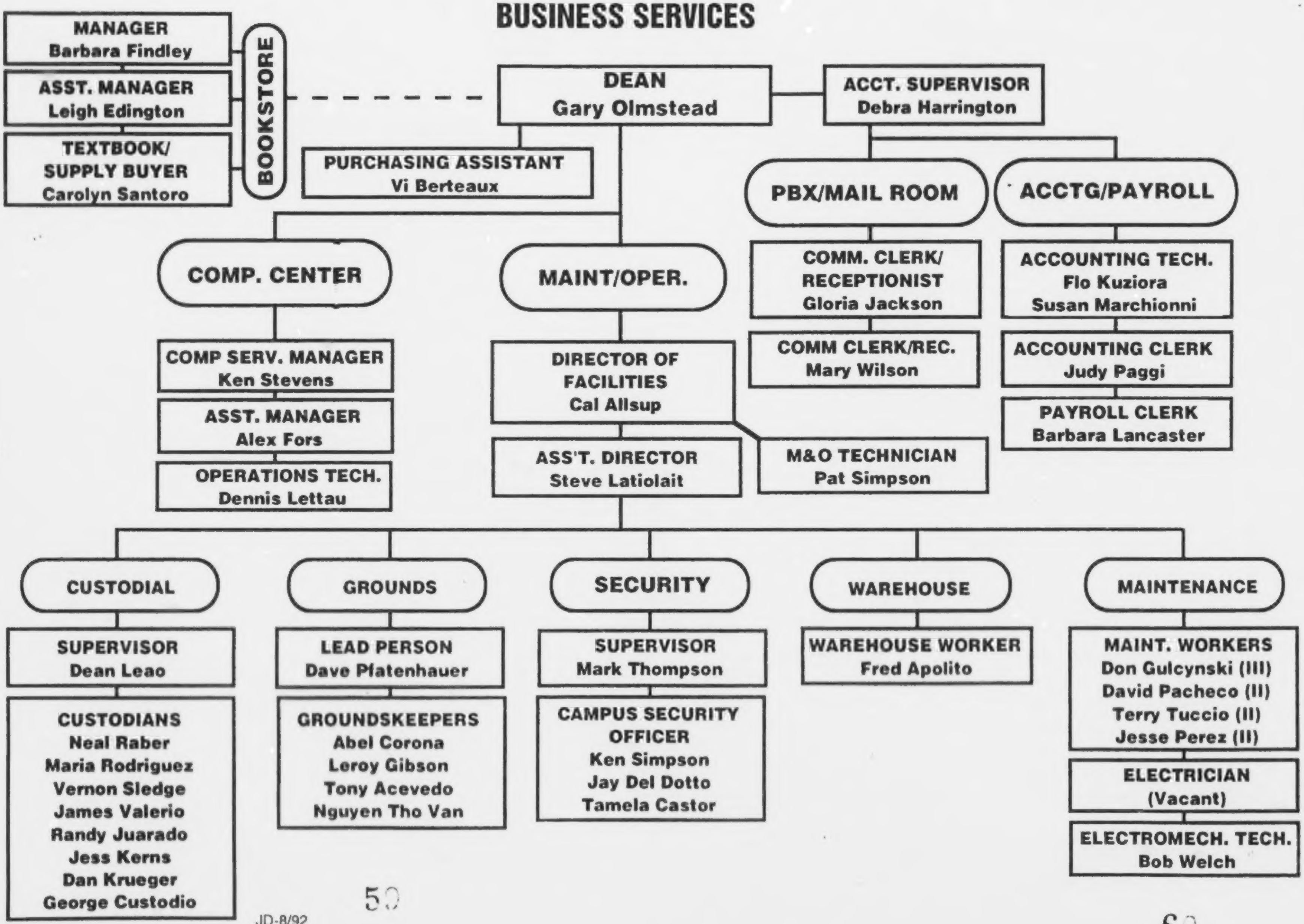
PERSONNEL & COMMUNITY SERVICES



- **DEAN**
  John Drislane
  - **CIVIC CENTER**
    - **C.C. TECHNICIAN**
      June Mattias
  - **COMM. SERV.**
    - **C.S. COORDINATOR**
      Pam Beauer
      - **C.S. SPECIALIST**
        Cindy Grandgeorge
  - **PERSONNEL**
    - **PERS. TECHNICIAN**
      Karen Wood
      - **PERS. TECHNICIAN**
        Artanzia Hosch
  - **AFF. ACTION**
  - **STAFF DEV.**

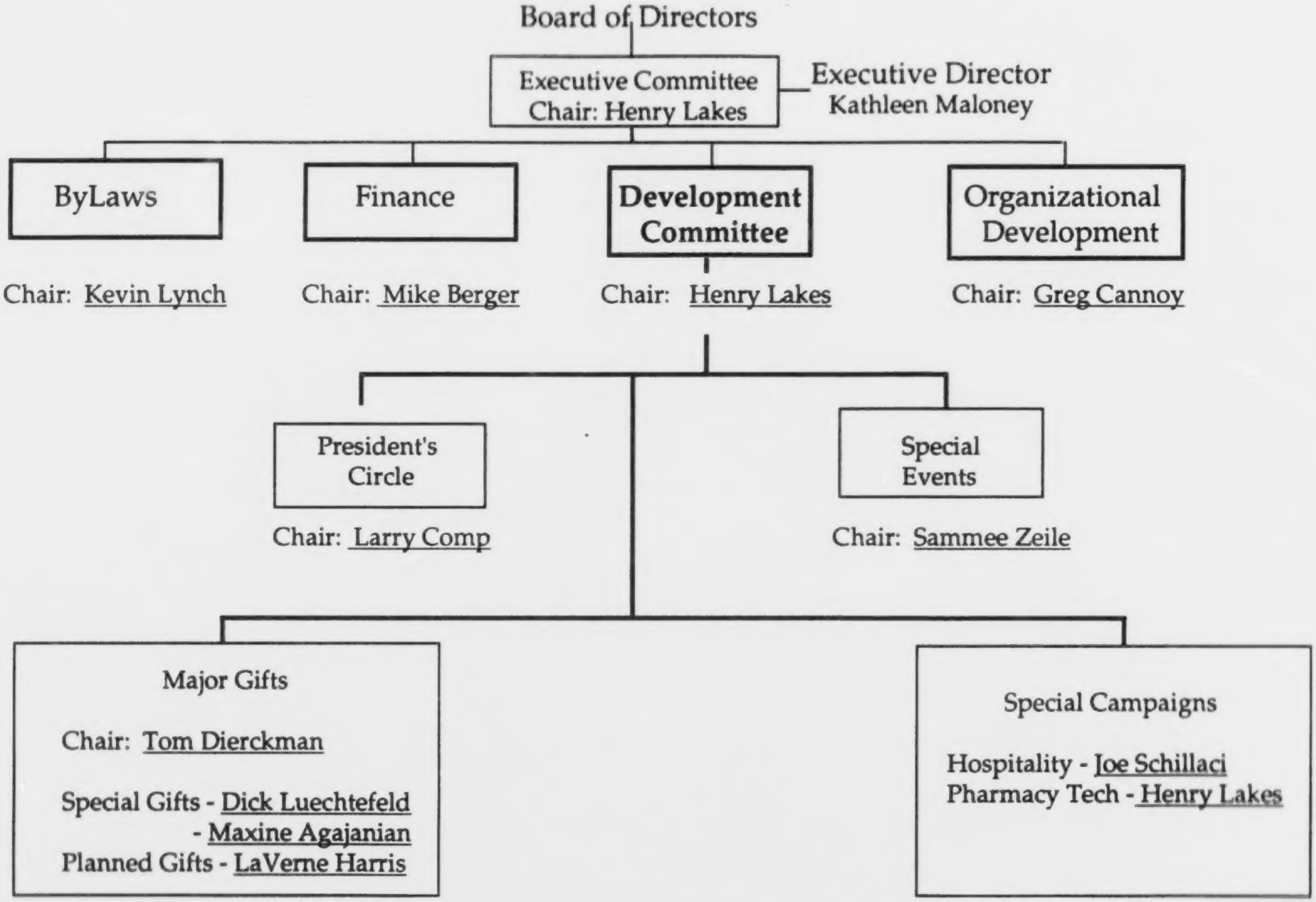
JD 8/92

BUSINESS SERVICES



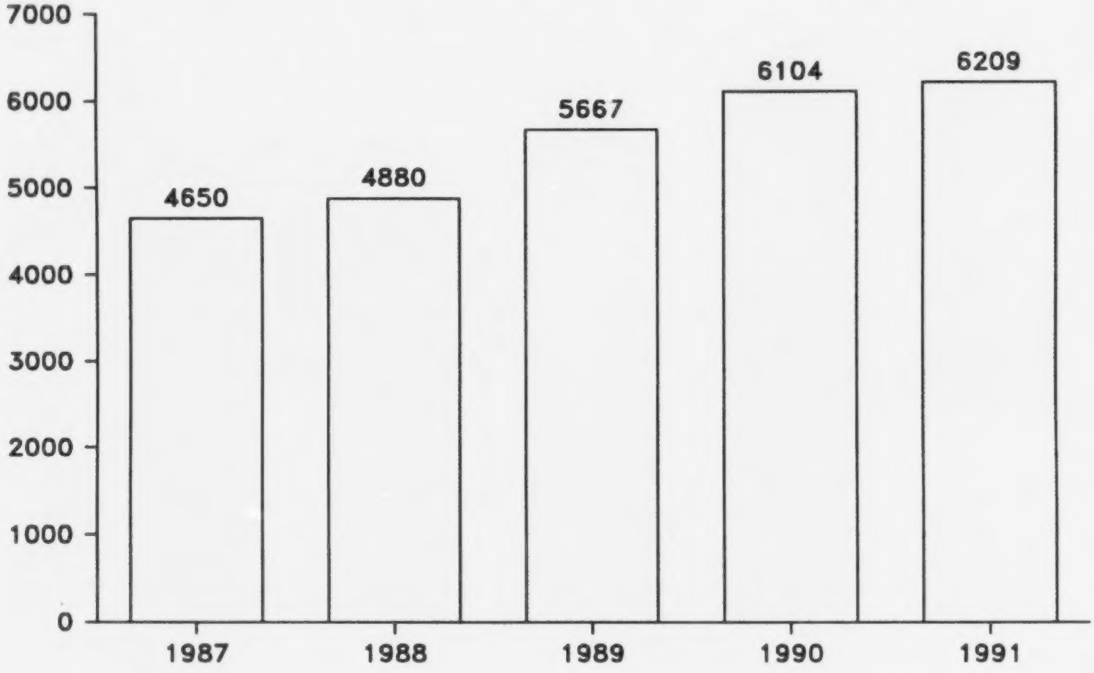
JD-8/92

COLLEGE OF THE CANYONS FOUNDATION



PART IV: STUDENT DATA

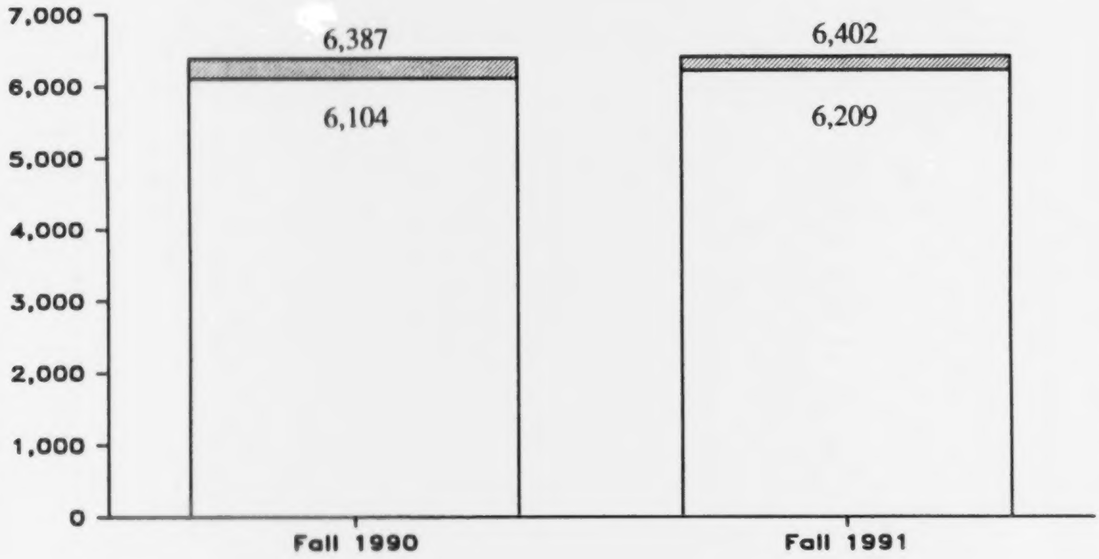
ENROLLMENT AT FIRST CENSUS
Fall 1987 - 1991



TRENDS:
Fall enrollment at first census increased 34 percent from 1987 to 1991. Over the five-year period, an additional 1,500 students were added to the student body, bringing enrollment to just over 6,200. Enrollment increased by only 1.7 percent from fall 1990 to fall 1991.

PLANNING IMPACT:
While the college implemented an Enrollment Management Plan for 1991-92 which decreased the number of course sections offered by 2 percent, enrollment still increased. By analyzing enrollment demand factors, the college found that there were many other students who were not able to enroll this past fall. There were 915 students who filled out application forms but were unable to enroll in any classes. In reviewing the wait lists for all fall 1991 classes, we found a total of 2,105 students trying to enroll in classes which were closed. Due to restricted state funding, the college has not been able to keep pace with student need.

FULL TERM ENROLLMENT
vs.
FIRST CENSUS ENROLLMENT,
Fall 1990 and 1991



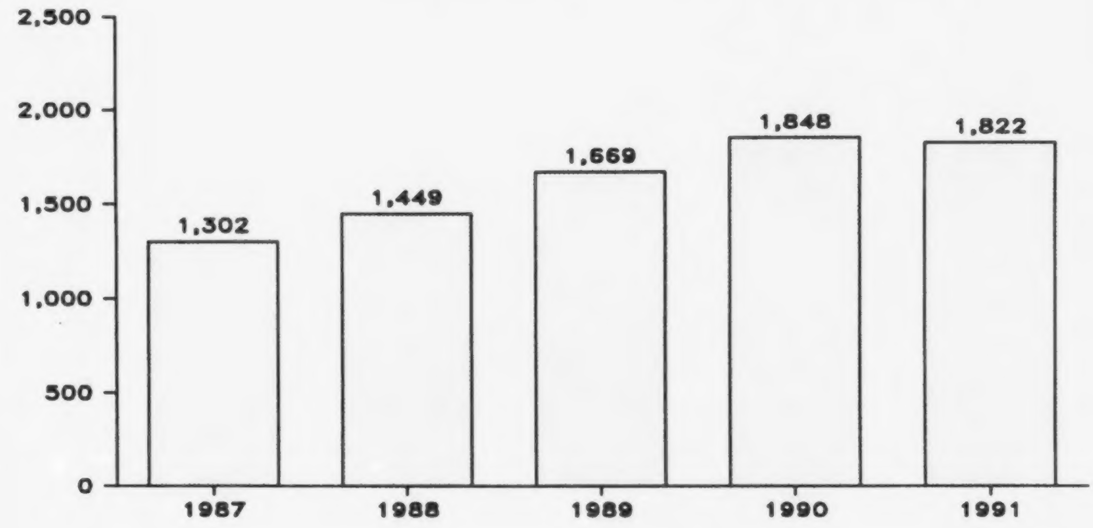
TRENDS:
By waiting until the end of the semester to count student enrollment, the figure more accurately reflects actual enrollment. Full term enrollment counts those students who enroll in a course which starts after first census.

While first census enrollment increased by 105 students, or 1.7 percent, full term enrollment showed an increase of only 15 students, or 0.2 percent growth from fall 1990 to fall 1991.

PLANNING IMPACT:
Full term enrollment figures are now becoming the more accepted enrollment reporting figures by the Chancellor's Office. The college will continue to report both first census and full term enrollment figures in its campus reports.

The impact of the Enrollment Management Plan was most evident in the full term enrollment figures.

FULL-TIME STUDENT ENROLLMENT
Fall 1987 - 1991



Percent of Total Enrollment:	28%	30%	29%	30%	29%

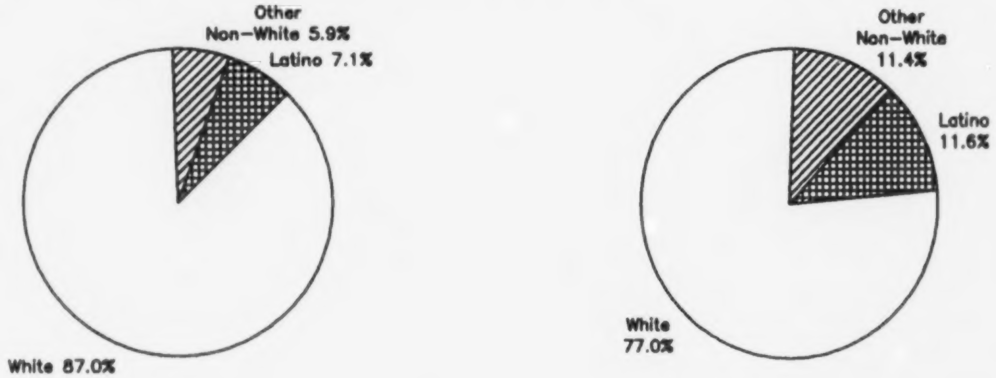
Growth 1987-1991: 40%
Decline 1990-1991: -1%

TRENDS:
Students enrolling for 12 or more units are considered full-time students.

After four years of successive growth in full-time student enrollment, the number of students enrolling for 12 or more units declined in fall 1991. There was a one percent drop in full-time student enrollment from fall 1990 to fall 1991. This occurred at a time when overall enrollment increased by two percent.

PLANNING IMPACT:
Full-time students generally make use of more campus services. They not only take more classes, but they visit the library, bookstore, and cafeteria more often, and may make greater use of campus athletic facilities. A student body with a high percentage of full-time students requires a higher staffing ratio and a larger number of class offerings, as well as more extensive support services.

ETHNICITY OF ENROLLED STUDENTS AT FIRST CENSUS
Fall 1987 and 1991

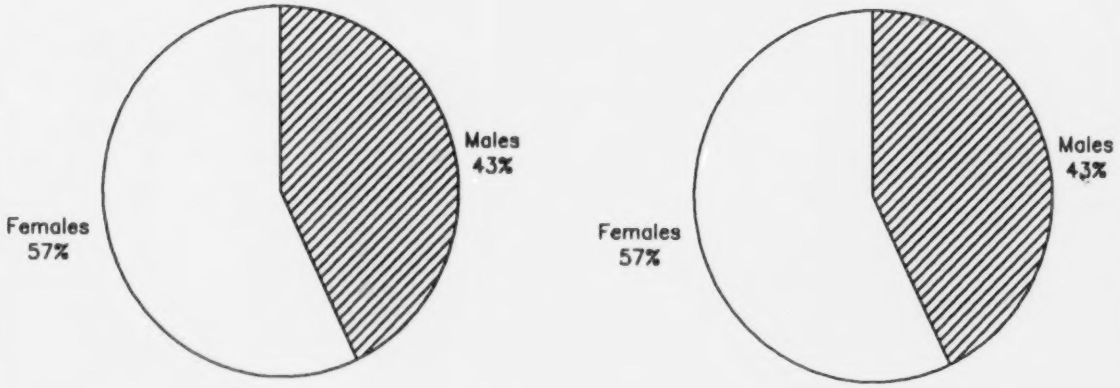


Fall 1987		Fall 1991
87.0%	White	77.0%
7.1%	Latino	11.6%
1.3%	African American	2.3%
2.5%	Asian/Pacific Islander	4.6
0.8%	Filipino	1.5%
0.2%	Am. Indian/ Alaskan Native	0.6%
1.0%	Other, Non-White	2.3%
N = 4,650		N = 6,209

TRENDS:
The ethnic makeup of the student body continues to change. While 87 percent of fall 1987 students were white, the figure slipped to 77 percent five years later. The Latino student population continues to make up a larger portion of the student body, from 7 percent in 1987 to nearly 12 percent in 1991.

PLANNING IMPACT:
With increasing diversity, the campus needs to assess the adequacy of its staff and services as it tries to meet the needs of new students.

GENDER OF ENROLLED STUDENTS
Fall 1987 - 1991

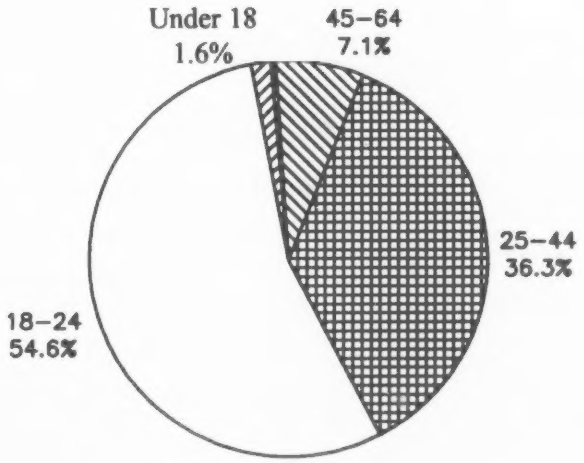


Fall 1987		Fall 1991
2,011	Males	2,694
2,639	Females	3,515
4,650	**TOTALS**	**6,209**

TRENDS:
Female enrollment continues to be greater than that of males.

PLANNING IMPACT:
The college may wish to look at the academic areas that attract male students to determine whether it wishes to expand these academic programs and course offerings.

AGE OF ENROLLED STUDENTS
Fall 1991



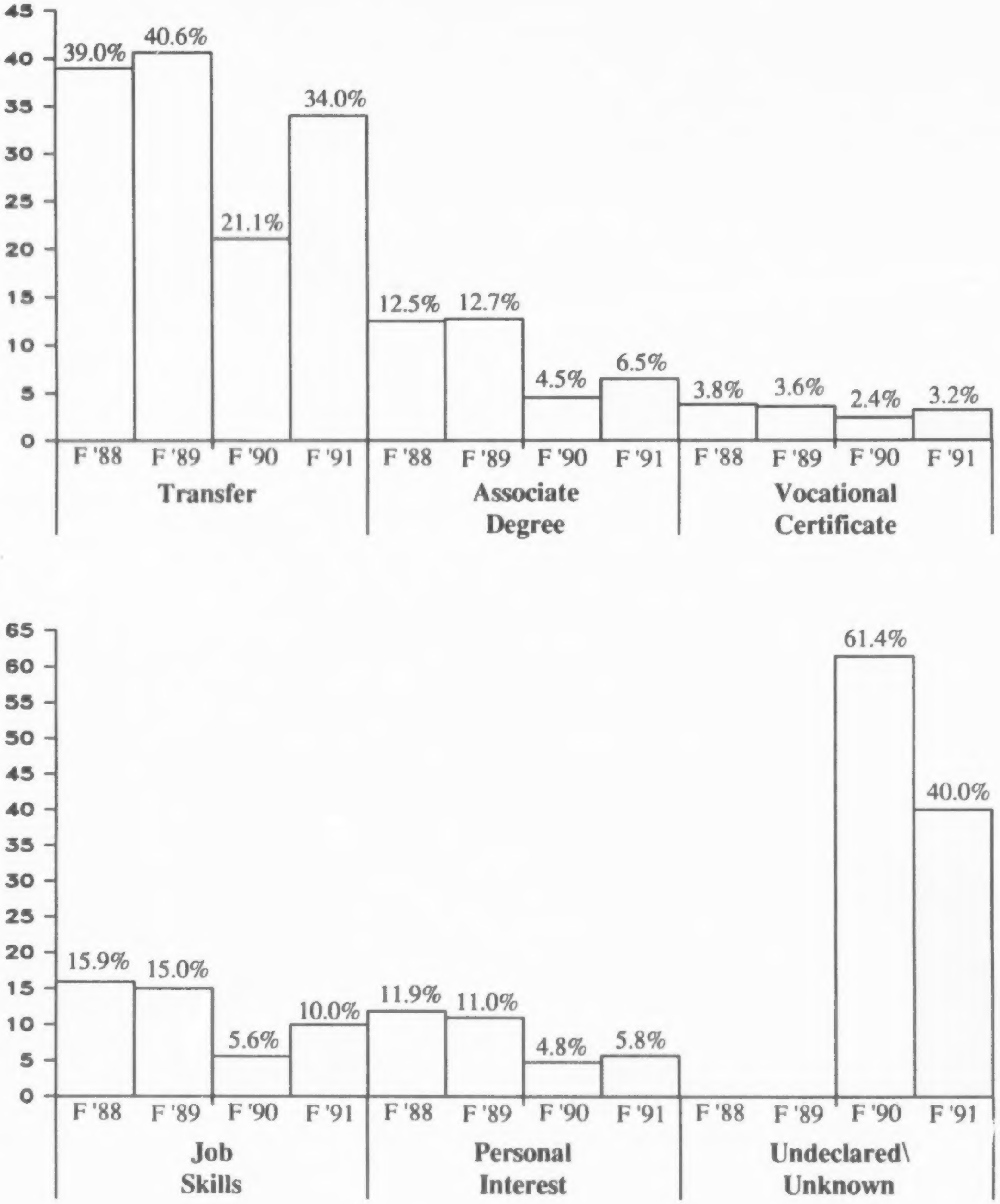
	N	%
Under 18	101	1.6%
18 - 24	3,496	54.6%
25 - 44	2,322	36.3%
45 - 64	455	7.1%
65+	28	0.4%
	6,402	**100.0%**

Average Age: 27.2
Median Age: 23.0

TRENDS:
The median age of students was 22 in fall 1985. It has risen to 23, showing a slight aging of the student body.

PLANNING IMPACT:
While the "Over 35" population of the state is predicted to increase during this decade, College of the Canyons' enrollment may not feel its impact because of the increasing demand for services by traditional college-age students turned away from CSU or UC campuses.

STUDENT EDUCATIONAL GOALS



(continued)

STUDENT EDUCATIONAL GOALS (continued)

TRENDS:
Beginning with fall 1990, the number of educational goal choices available to a student on the application form increased to ten. In previous forms, students were forced to select one of six goal categories or elect not to answer the item if they were undecided. The introduction of the "Undeclared goal" category had a dramatic impact on the percentage of students selecting each of the other major categories.

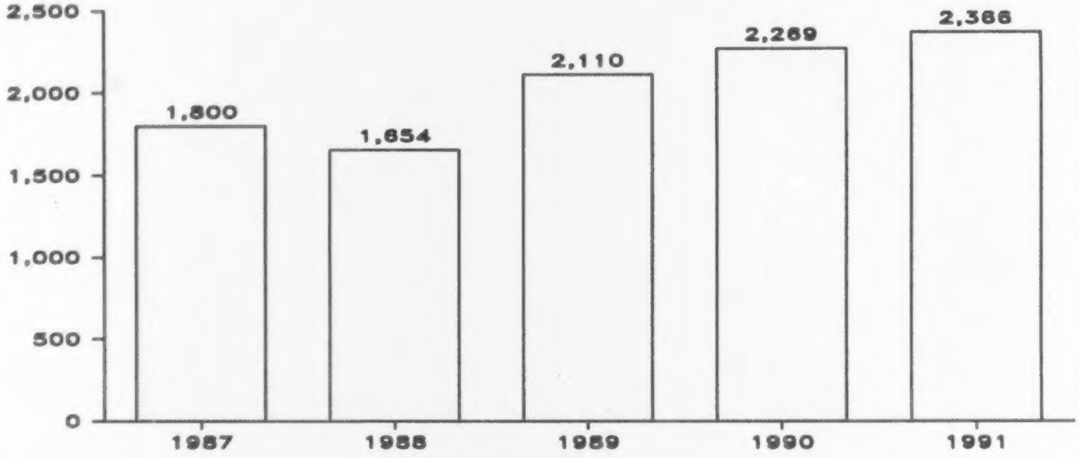
For example, in fall 1988 39.0 percent of the student body indicated that "transfer" was their primary educational objective. In fall 1991, only 34.0 percent selected this category. A similar decrease is evident for each of the other four major categories (Associate Degree, Vocational Certificate, Job Skills and Personal Interest).

PLANNING IMPACT:
In fall 1991, 40 percent of the students said they were undecided about their educational goal. This may underscore the important role that college plays in assisting students with self-discovery and career choice.

> "Colleges and universities are designed to offer students a wide variety of experiences, to introduce them to a broad range of ideas, to put them in contact with peers and role models, to acquaint them with the multiple possibilities that life affords, to allow them to try themselves out in a variety of fields and tasks, to help them discover their limitations, and to motivate them to achieve their ultimate potential as human beings." (H.R. Bowen, Investment in Learning, 1977, p.42)

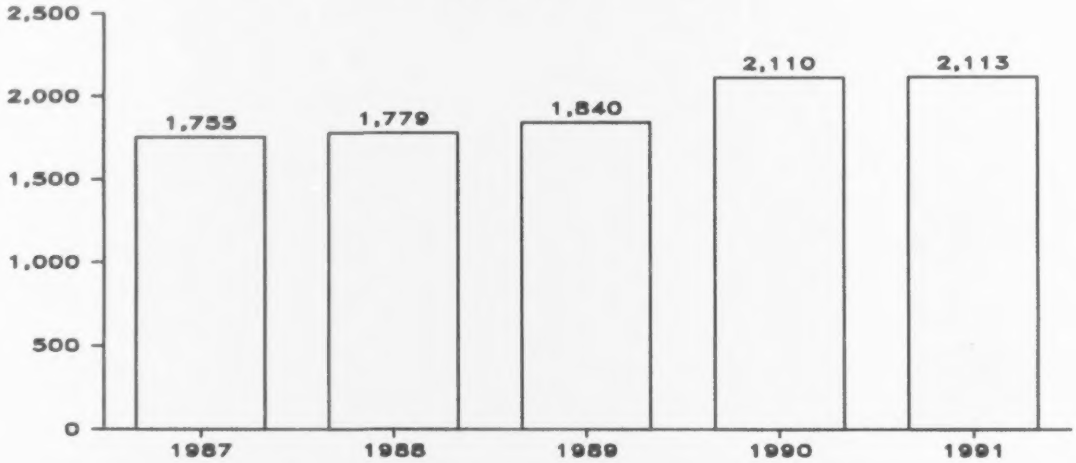
TIME OF CLASS ENROLLMENT
Fall 1987 - 1991

Day-Only Enrollment



Growth 1987 - 1991: 31%
Growth 1990 - 1991: 4%

Evening-Only Enrollment

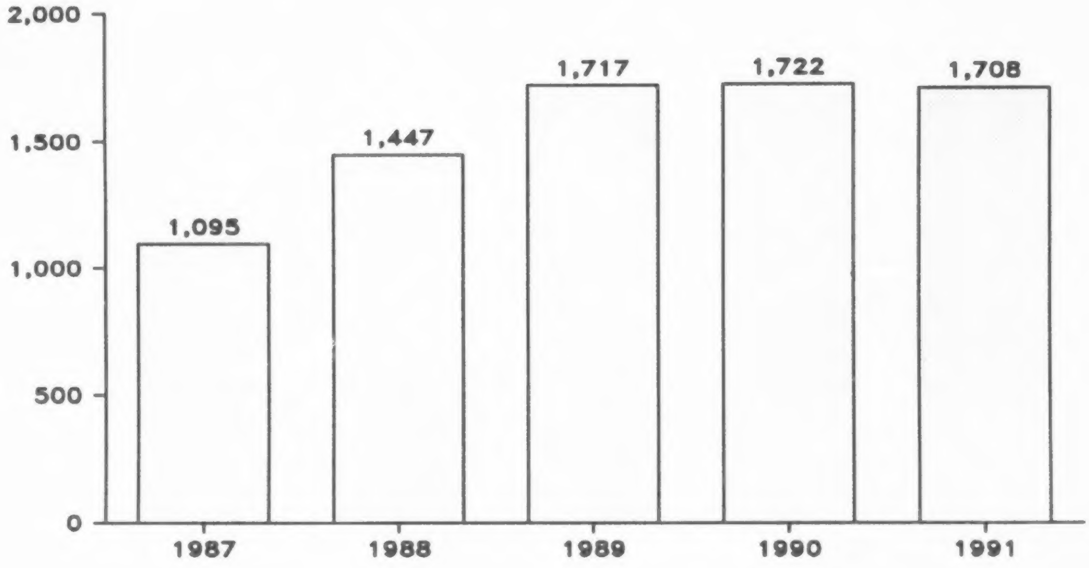


Growth 1987 - 1991: 20%
Growth 1990 - 1991: >1%

(continued)

TIME OF CLASS ENROLLMENT,
Fall 1987 - 1991 (continued)

Enrolled Both Day and Evening

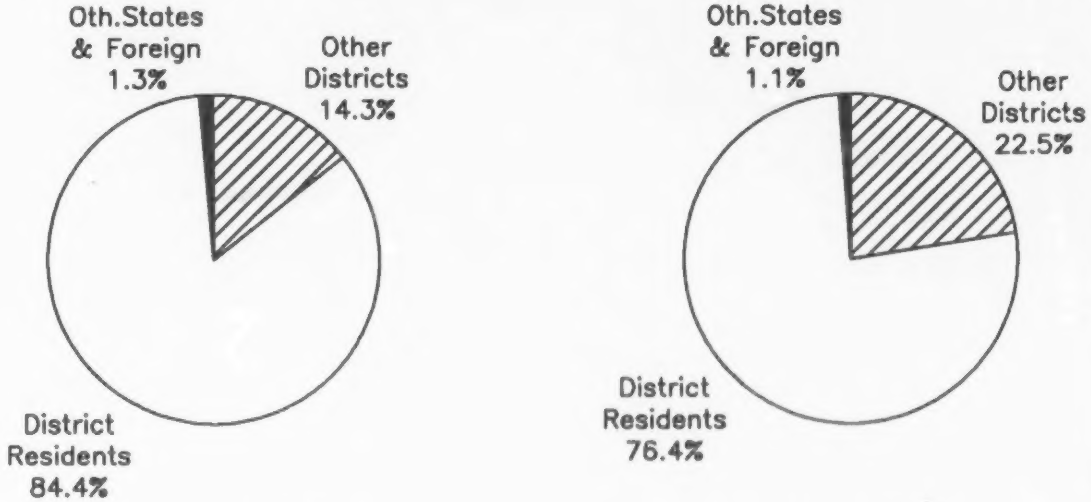


Growth 1987 - 1991: 56%
Growth 1990 - 1991: >1%

TRENDS:
The greatest growth in student enrollment over the past five years is found in the number of students enrolling in classes which meet both day and evening. This is in contrast to students who enroll in day-only or evening-only classes. This student cohort showed a 56 percent increase between fall 1987 and fall 1991. In actual numbers, this group of students has remained the smallest of the three groups over the past five years. It has, however, shown steady growth as a percent of total enrollment. In fall 1987 students attending both day and evening classes (N=1,095) represented about 24 percent of total enrollment. By fall 1991, the percentage had increased to 28.

PLANNING IMPACT:
More students are having to enroll in courses which meet at times which range across the spectrum of offerings from 8 a.m. to 10 p.m. As the pool of students increases and the number of courses remain relatively static, students are less able to create individual course schedules which group their courses together during day-only or evening-only time periods.

ORIGIN OF STUDENTS
Fall 1987 and 1991



Fall 1987

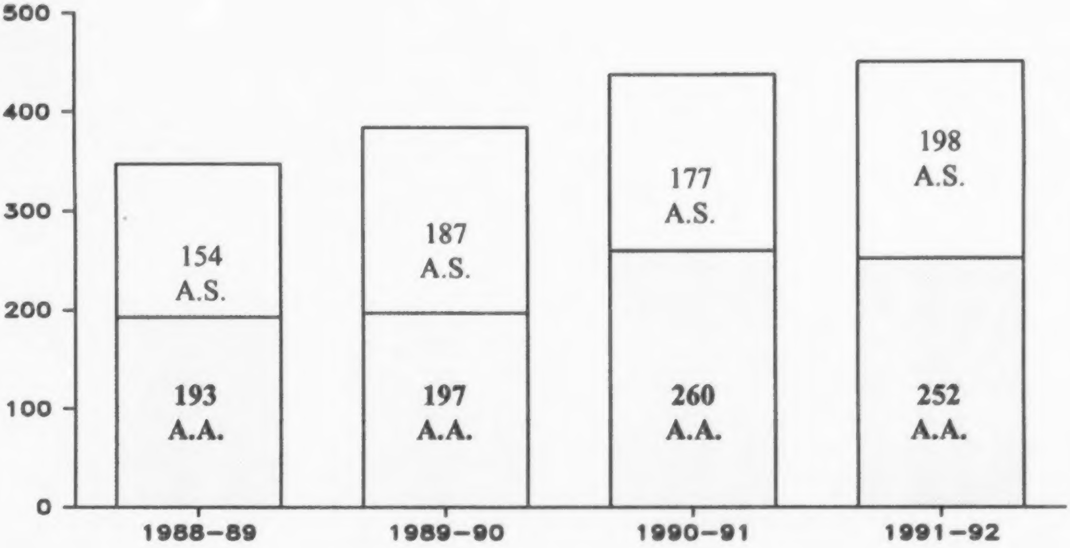
Fall 1991

N	%		N	%
3,926	84.4%	District Residents	4,892	76.4%
665	14.3%	Other Districts	1442	22.5%
23	0.5%	Other States	32	0.5%
36	0.8%	Foreign	34	0.6%
4,650	**100.0%**		**6,402**	**100.0%**

TRENDS:
Enrollment from outside the district, as a percent of total enrollment, has increased over this five-year period.

PLANNING IMPACT:
Freeway access, parking availability, quality of academic programs and faculty may be only some of the factors which draw 1,500 out-of-district students to the college.

ASSOCIATE DEGREES AWARDED
1988 to 1992



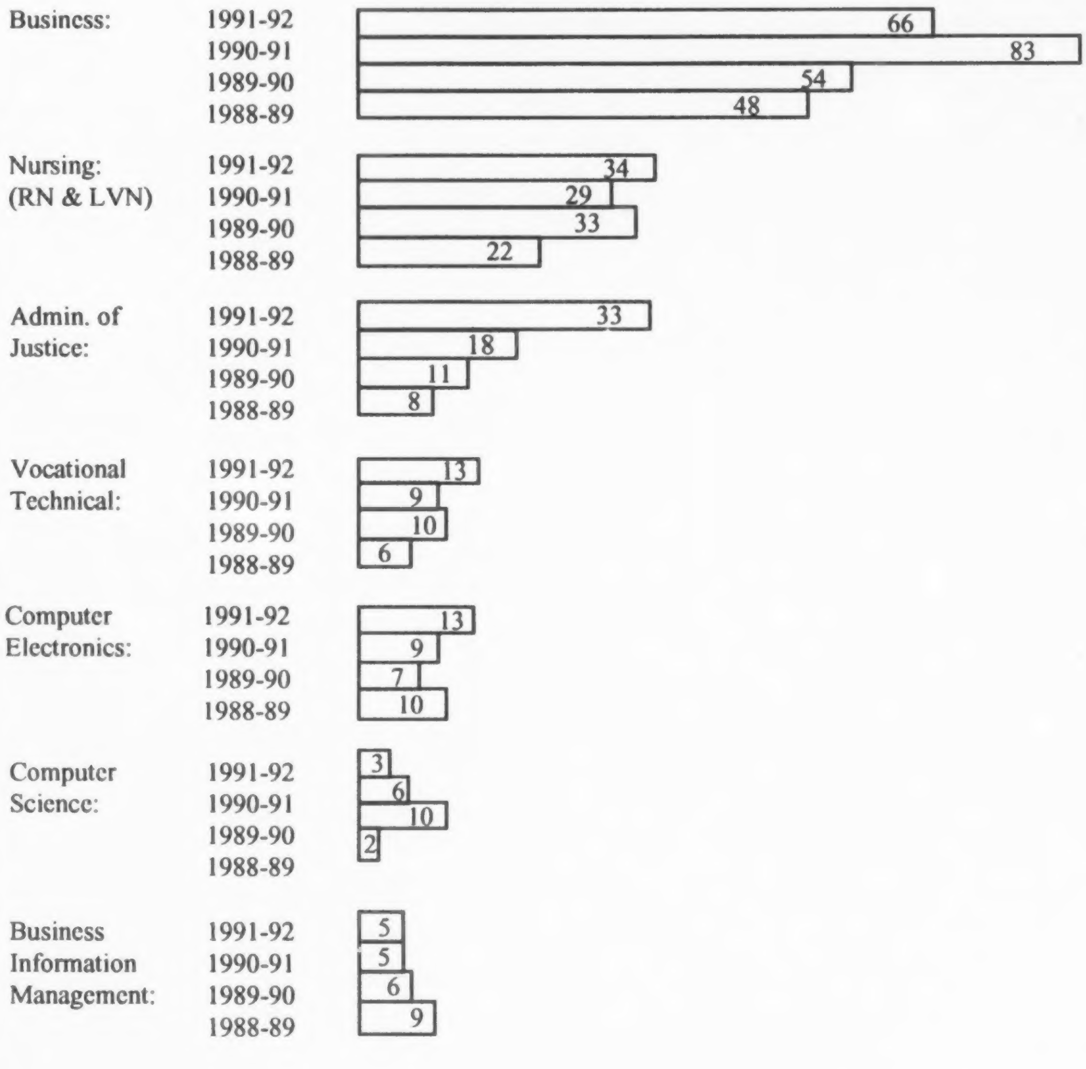
Total Degrees Awarded:	347	384	437	450

TRENDS:
There was a 3.0 percent increase in total degrees awarded from 1990-91 to 1991-92 (437 vs. 450). The increase is evident in Associate of Science degrees awarded, which increased by 11.9 percent in this one year period. During this time, there was a drop in the number of Associate of Arts degrees awarded.

PLANNING IMPACT:
As enrollment begins to level off, the college may also begin to experience a levelling in degree production.

Source: 1988-1990 data from Admissions and Records Office.
1990-92 data from Computer Center Report No. SHIGR024.

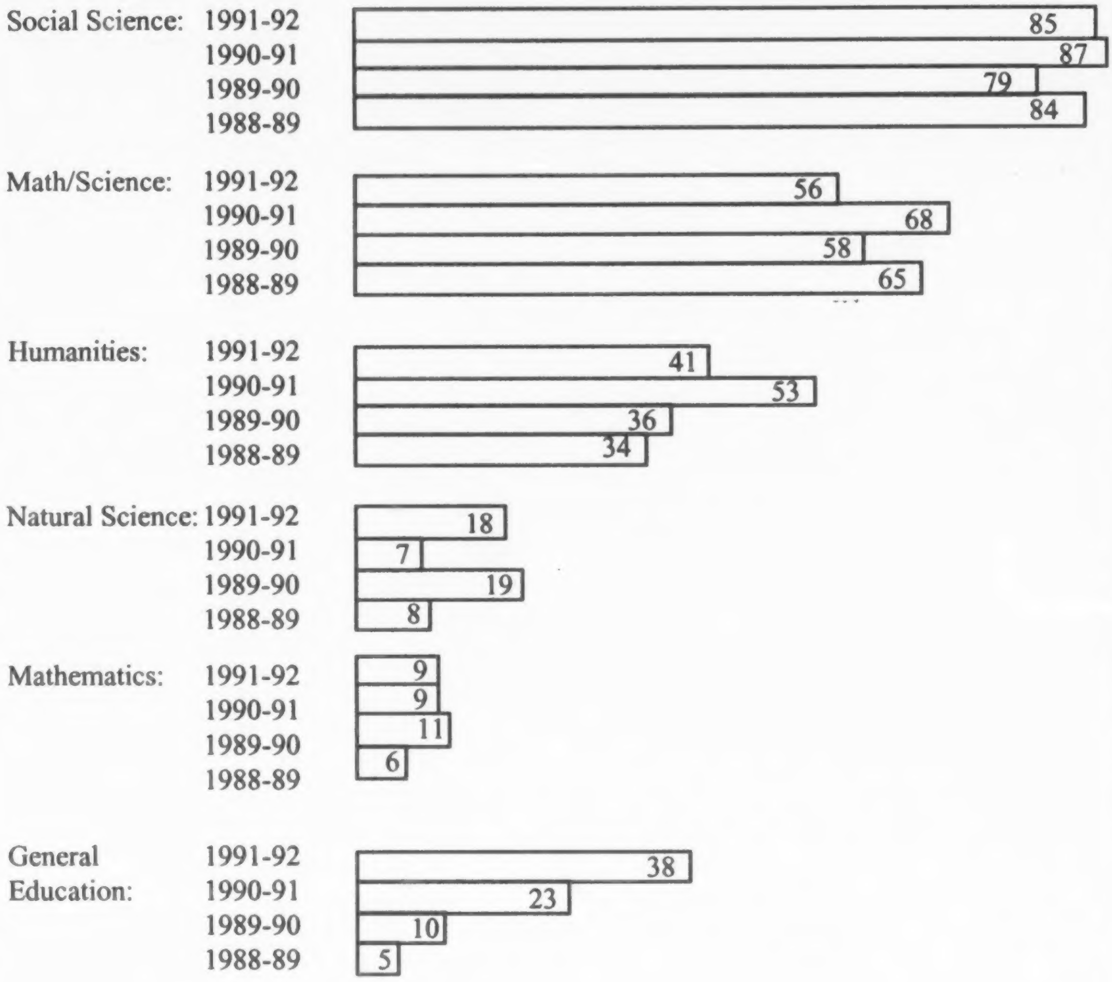
ASSOCIATE DEGREES AWARDED BY VOCATIONAL MAJOR
1988 to 1992



TRENDS:
The seven vocational majors listed account for over 90 percent of all vocational degrees awarded in 1991-92. Business graduates themselves account for 36 percent of all vocational degrees awarded.

PLANNING IMPACT:
By monitoring degree production by major, college decision-makers will know which academic programs are experiencing the greatest enrollment impact.

ASSOCIATE DEGREES AWARDED BY NON-VOCATIONAL MAJOR
1988 to 1992



TRENDS:
The six non-vocational majors listed account for over 93 percent of all non-vocational degrees awarded in 1991-92. Social science majors alone received nearly one-third of all non-vocational degrees awarded.

PLANNING IMPACT:
By monitoring degree production by major, college decision-makers will know which academic programs are experiencing the greatest enrollment impact.

CERTIFICATES AWARDED, 1987-1992

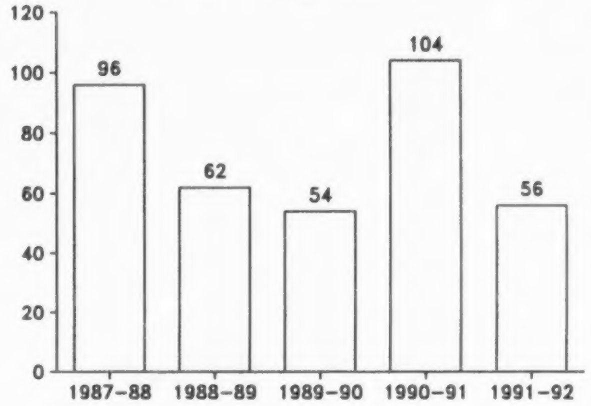
TRENDS:
The college awarded 766 certificates during the 1991-92 academic year. While enrollment at the college has increased over the past five years, the number of certificates awarded has not exhibited a similar growth pattern. There has been great variation from year-to-year in the number of certificates awarded across all three categories.

The table on the next page provides detail on the certificates awarded by the two-year certificate programs over the past five years.

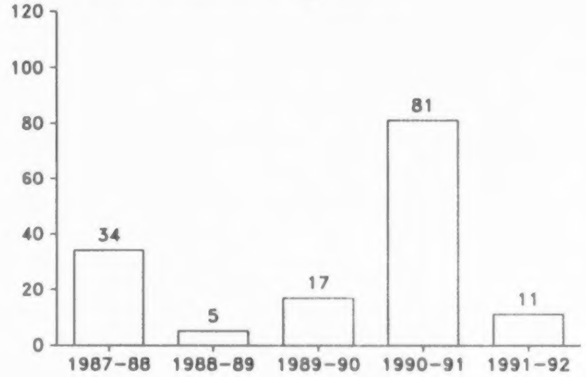
PLANNING IMPACT:
While a student may complete all the coursework necessary for a certificate, (s)he may not make application to receive one.

If the college chooses to use certificates awarded as a measure of its effectiveness, it may wish to have faculty and staff encourage students to complete the certificate application process.

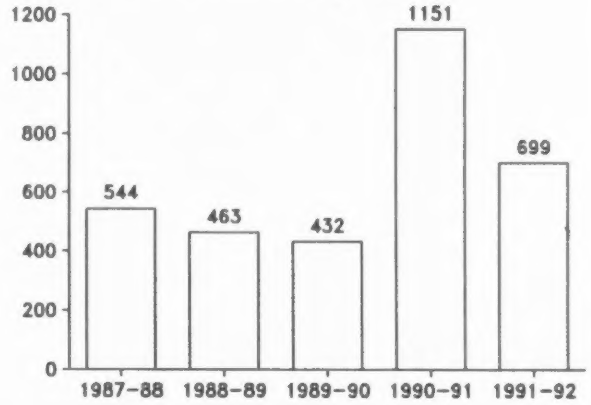
Two-Year Programs



One-Year Programs



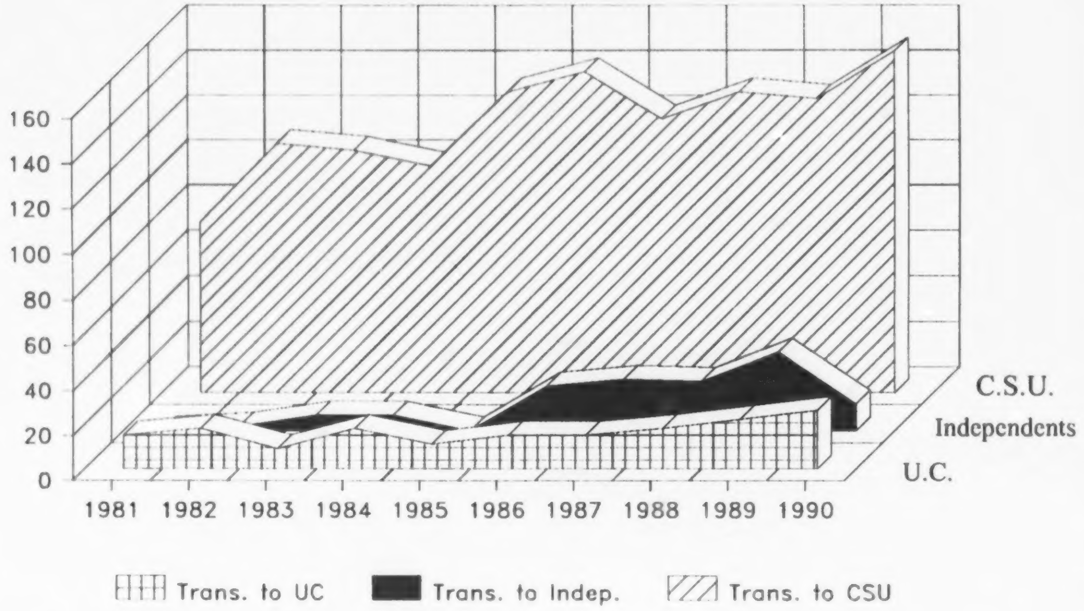
Short Term Programs



CERTIFICATES AWARDED BY TWO-YEAR PROGRAMS, 1987 - 1992

Program	1987/88	1988/89	1989/90	1990/91	1991/92
Administration of Justice	4	2	1	4	1
Bookkeeping/ Accounting	6	3	5	5	5
Business Management	25	13	7	13	4
Child Development	15	-	5	15	3
Drafting	10	6	7	2	15
Electronics	35	30	19	25	20
Information Management	9	5	5	5	-
Marketing	-	-	-	3	-
Real Estate	-	-	-	-	1
Quality Control	7	8	4	6	-
Vocational Nursing	-	-	-	22	5
Welding	1	-	-	-	-
TOTALS:	**96**	**62**	**54**	**104**	**56**

COLLEGE OF THE CANYONS TRANSFER STUDENTS BY SEGMENT, Fall 1981 to Fall 1990



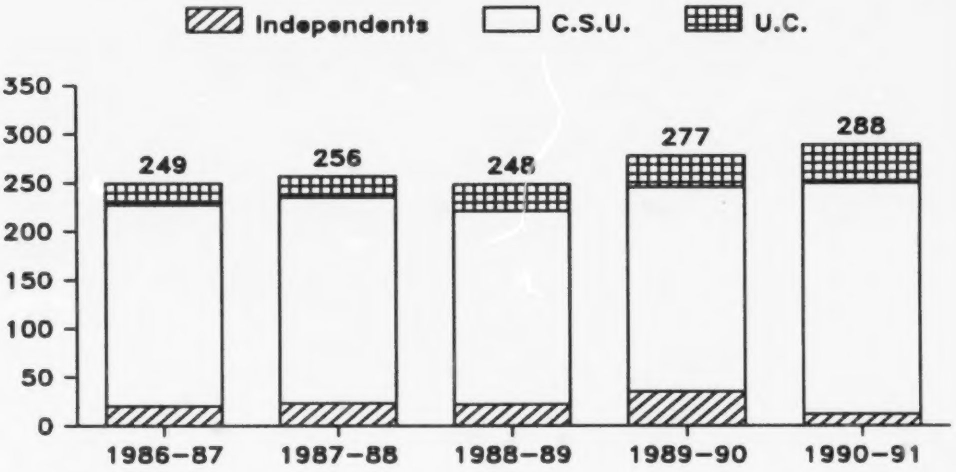
College of the Canyons Transfer Students by Segment, Fall 1981 to Fall 1990

			Transfer To			Percentage Distribution	
Fall Term	Total Transfer Students	University of California	California State University	Independent Institutions*	University of California	California State University	Independent Institutions
1981	90	15	75	0	16.7	83.3	0.0
1982	130	18	110	2	13.8	84.6	1.5
1983	123	9	107	7	7.3	87.0	5.7
1984	125	18	100	7	14.4	80.0	5.6
1985	144	11	133	0	7.6	92.4	0.0
1986	177	15	142	20	8.5	80.2	11.3
1987	159	15	121	23	9.4	76.1	14.5
1988	173	18	133	22	10.4	76.9	12.7
1989	187	22	130	35	11.8	69.5	18.7
1990	189	26	151	12	13.8	79.9	6.3

* A variable number of Independent Institutions have reported each year.

Sources: California Postsecondary Education Commission, Student Profiles 1990 and 1991.

TOTAL NUMBER OF FULL-YEAR TRANSFERS TO THE C.S.U., U.C. AND FOUR-YEAR INDEPENDENT INSTITUTIONS, 1986 - 1991



	1986–87	1987–88	1988–89	1989–90	1990–91
U.C.	22	21	27	32	39
C.S.U.	207	212	199	210	237
Independents	20	23	22	35	12

TRENDS:
College of the Canyons has continued to transfer most of its students to the campuses of The California State University. In the most recent year for which there is data, 237 of the 288 students, or over 82 percent, transferred to a C.S.U. campus.

PLANNING IMPACT:
Articulation agreements between the college and C.S.U. campuses should receive high priority, particularly the C.S.U. Northridge campus, which receives the greatest number of the college's transfer students.

C.S.U. campuses continue to turn away transfer students from community colleges. The Transfer Bill, which would have assured a place for a community college transfer student in the C.S.U., was turned down this past year. This partially closed door creates a problem for students starting their baccalaureate degree at a community college.

Source: California Postsecondary Education Commission, Student Profiles 1991.

INTER-INSTITUTIONAL COMPARISON OF TRANSFER DATA

Number of Transfers in Fall 1990

Suburban Community Colleges with Headcount Enrollment of 5,000 to 10,000

	Fall 1990 Headcount	U.C.	C.S.U.	INDEPENDENTS	TOTAL
Citrus College	9,888	24	220	20	264
Cosumnes River College	8,880	35	171	29	235
Irvine Valley College	8,389	80	80	13	173
Mt. San Jacinto College	5,970	17	61	17	95
Oxnard College	6,736	12	95	9	116
San Diego Miramar College	6,696	13	58	47	118
AVERAGE/MEAN	**7,760**	**30**	**114**	**23**	**167**
COLLEGE OF THE CANYONS	**6,104**	**26**	**151**	**12**	**189**

TRENDS:
College of the Canyons transferred more students to four-year institutions in fall 1990 than the average for a group of comparable medium suburban community colleges. The college transferred a total of 189 students to U.C., C.S.U. and private colleges as compared to a mean of 167 for the six comparable institutions.

Enrollment at College of the Canyons is the second lowest of all seven medium suburban community colleges, yet the college outperforms four of the comparable institutions in total transfers.

PLANNING IMPACT:
The college needs to monitor its course offerings in light of the general education needs of transfer students.

Source: Student Profiles 1991, California Postsecondary Education Commission, March 1992.

COLLEGE OF THE CANYONS' DISPROPORTIONATE ENROLLMENT AND TRANSFER OF NON-WHITES,

Fall 1990

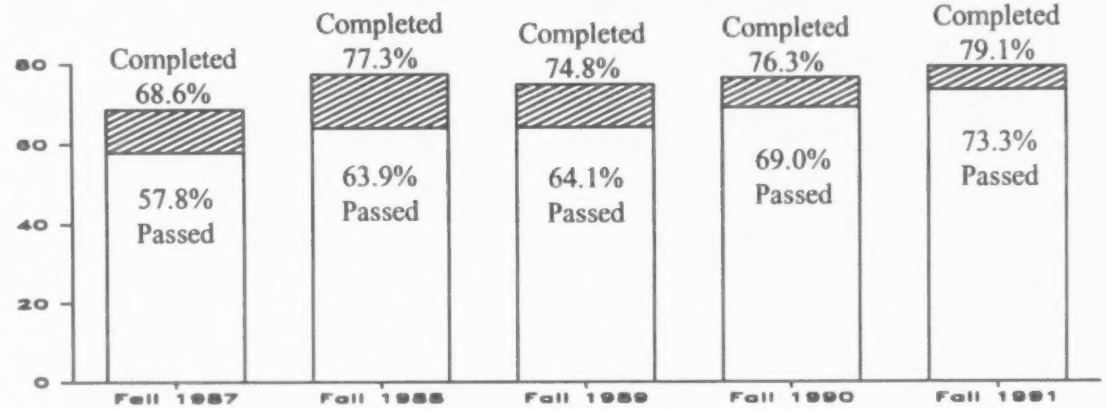
Non-whites as percentage of total population in the Santa Clarita Community College District, 1990 Census. (N = 154,706)	**24.5%**
Non-whites as percentage of total College of the Canyons student body, fall 1990. (N = 6104)	**21.6%**
Non-whites as percentage of total transfers to C.S.U. and U.C. campuses, fall 1990. (N = 177)	**13.6%**

In fall 1990, 24.5 percent of the population of the Santa Clarita Community College District was non-white. During the same time, only 21.6 percent of the students enrolled at College of the Canyons were non-white. To equal their proportional representation in the total population, 177 more non-white students would have had to enroll.

At the same time, only 13.6 percent of the College of the Canyons students who transferred to the University of California and the California State University were non-whites. To equal their proportional representation in the community college population, 14 more non-white students would have had to transfer.

Sources: 1990 Census Data.
Student Profiles 1991, California Postsecondary Education Commission, 1992.

COMPLETION/PASSING RATE
Percentage of Total Class Enrollments Completed/Passed, Fall 1987 to Fall 1991



Total Courses Enrolled:

13,536 **14,444** **16,396** **18,717** **18,479**

Percent of Completed Classes with Passing Grade:

84.3% **82.7%** **85.7%** **90.4%** **92.6%**

TRENDS:
In fall 1991 students enrolled in a total of 18,479 classes at the college. Students completed 79.1 percent, or 14,620 classes, by the end of the term. Completion means they received either a passing or failing grade. Of the total classes, students received passing grades (A, B, C, D or credit) in 73.3 percent, or 13,536 classes.

The final figure, 92.6 percent, represents the portion of all completed classes that received passing grades. Of all those who did not withdraw from a class, 92.6 percent received a grade of A, B, C, D or credit.

Over the five year period, there has been a dramatic rise in both the completion and the passing rates for the fall term.

PLANNING IMPACT:
Withdrawals are the opposite side of this data. In a period when the total courses enrolled increased by 37 percent, withdrawals declined from 4,250 in fall 1987 to 3,858 in fall 1991. They have fallen as a percentage of total class enrollment to a low of 20.9 percent. Withdrawals represent within-semester attrition.

By reviewing completion and passing rates within specific academic areas over a period of time, the data can be of assistance in curriculum and schedule planning.

HIGH SCHOOL OF GRADUATION

First-time students age 17 to 19 from William S. Hart High School District

Fall Enrollment at COC

High School	1987	1988	1989	1990	1991	% Change
Bowman	9	9	9	17	13	+44.4%
Canyon	142	161	150	181	163	+45.5%
Golden Oaks	2	4	3	6	1	-50.0%
Hart	154	150	181	139	147	-4.5%
Saugus	138	151	137	114	161	+16.7%
Learning Post	-	-	-	9	3	+300.0%
TOTAL:	**445**	**475**	**480**	**407**	**488**	**+9.7%**
Total annual Hart District graduates in the previous academic year	1,561	1,569	1,555	1,373	1,334	-14.5%
Percentage of Hart District graduates from previous year attending COC the following fall	28.5%	30.3%	30.9%	29.6%	36.6%	

TRENDS:

Over the past five years, there has been a 10 percent increase in the total number of Hart District graduates enrolling at the college the following fall. While 28.5 percent of 1986-87 Hart District graduates enrolled at College of the Canyons in fall 1987, the percentage increased to 36.6 percent in the most recent fall.

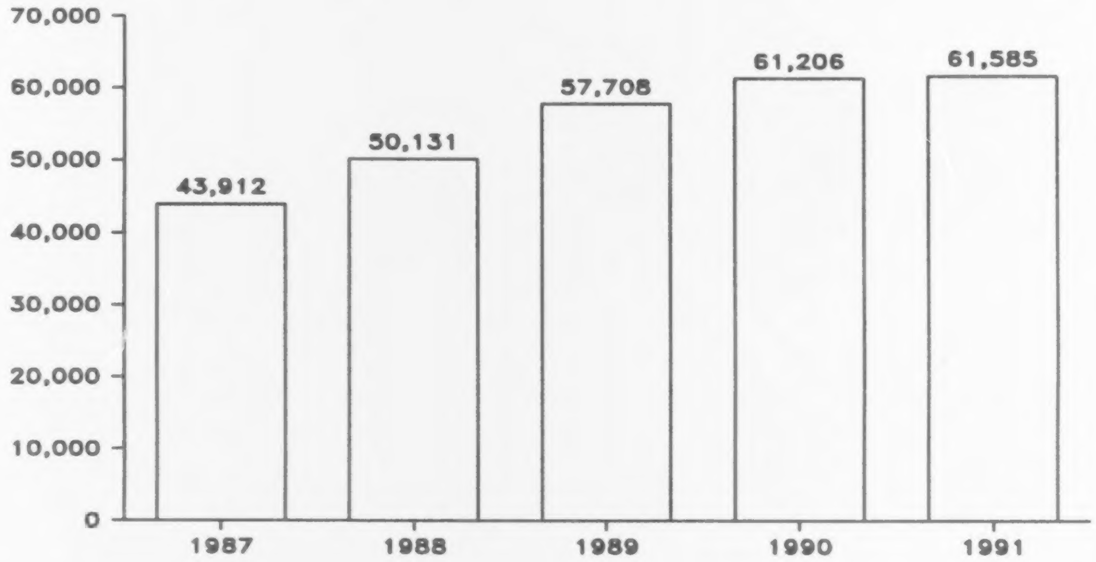
PLANNING IMPACT:

As competition for enrollment increases, the college may wish to examine its registration procedures to determine the ease of access for first-time students.

WEEKLY STUDENT CONTACT HOURS

Weekly Student Contact Hours (WSCH) describes student attendance during a one-week period at the college. More specifically, it represents the total number of hours that all students spend in all classes during the first census week of the semester. It is calculated by multiplying the total number of students enrolled in a class by the number of hours the class meets per week. For example, a course which has 20 students enrolled at the time of first census and which meets for one hour on Monday, Wednesday and Friday would have a WSCH of 60 (20 students x 3 hours per week).

GROWTH IN WSCH
Fall 1987 to 1991

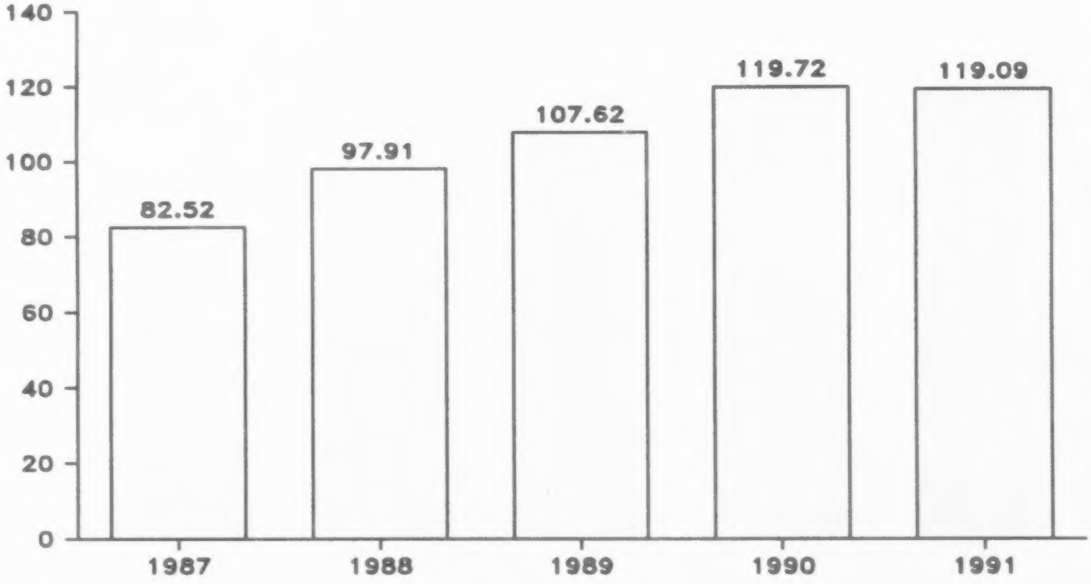


Change from Fall 1987 to Fall 1991 = 40.2% Growth in WSCH
Change from Fall 1990 to Fall 1991 = 0.6% Growth in WSCH

FULL-TIME EQUIVALENT FACULTY

Each course taught at College of the Canyons is assigned a teaching load depending on the number of hours the class meets for lecture and/or laboratory. A faculty member's teaching load is determined by adding all the loads for each class s/he teaches. One example of a full-time teaching load for one semester is 15 lecture hours. Full-Time Equivalent Faculty (FTEF) is the number of faculty that would be needed to teach all the classes for a given semester if each faculty member were assigned a full load.

GROWTH IN FTEF
Fall 1987 to 1991

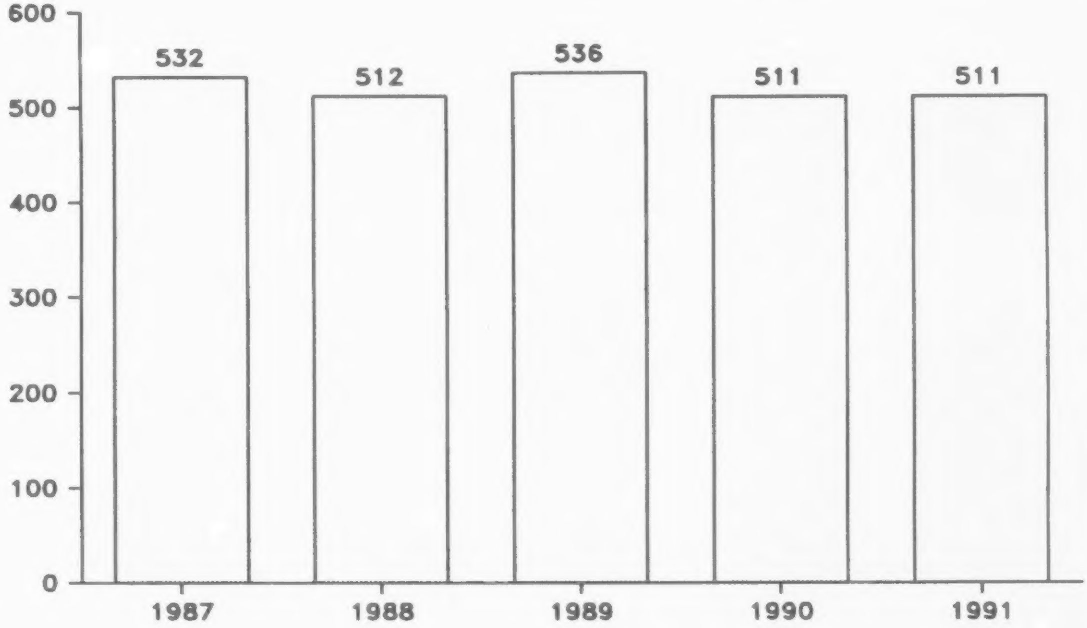


Change from Fall 1987 to Fall 1991 = 44.3% Growth in FTEF
Change from Fall 1990 to Fall 1991 = -0.5% Decline in FTEF

LOAD

Load is calculated by dividing WSCH by FTEF. The resulting number represents the average number of student contact hours per faculty member at the institution. The higher the load for an institution, the greater the number of students being instructed per faculty member.

CHANGE IN LOAD
Fall 1987 to 1991



Change from Fall 1987 to Fall 1991 = -3.9% Decline in Load
Change from Fall 1990 to Fall 1991 = No Change

PART V: FACULTY AND STAFF DATA

NUMBER AND PERCENTAGE CHANGE IN COLLEGE EMPLOYEES, Fall 1988 TO Fall 1991

	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Percentage Increase
Faculty					
Part-Time	113	139	158	145	+28.3%
Full-Time	60	64	66	70	+16.7%
Classified	77	75	85	87	+13.0%
Administration	8	9	10	10	+25.0%
TOTAL	**258**	**287**	**319**	**312**	**+20.9%**

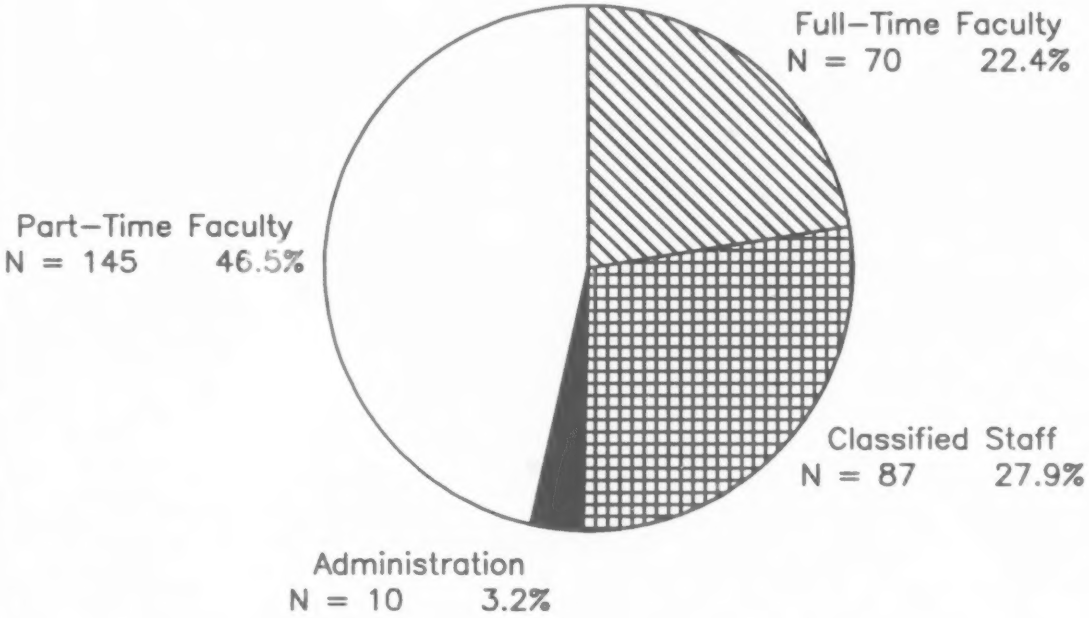
TRENDS:
In a time period when student enrollment grew by 27 percent (from fall 1988 to fall 1991), the total number of college employees grew by only 21 percent. While full-time teaching staff grew by only 17 percent, adjunct faculty were the fastest growing of any employee group - experiencing 28 percent growth since fall 1988. It should be noted, however, that this employee group declined in fall 1991 as a result of enrollment management decisions.

The classified staff showed the slowest growth in this four year period, with only 10 additional employees.

PLANNING IMPACT:
Growth in enrollment has led to a concomitant increase in the number of college employees. Continued growth will have a direct impact on both the college budget and facilities planning - with the present staff overburdening campus facilities as they now exist.

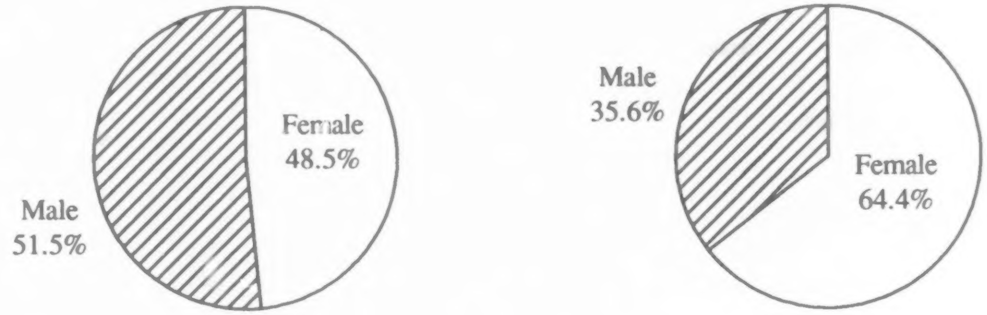
Source: Personnel Office

COLLEGE EMPLOYEES
Fall 1991



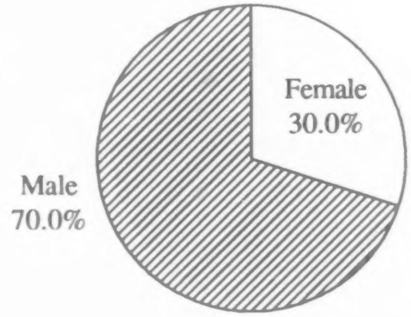
N = 312

GENDER OF FULL-TIME COLLEGE EMPLOYEES, Fall 1991



Faculty
N = 70

Classified
N = 87



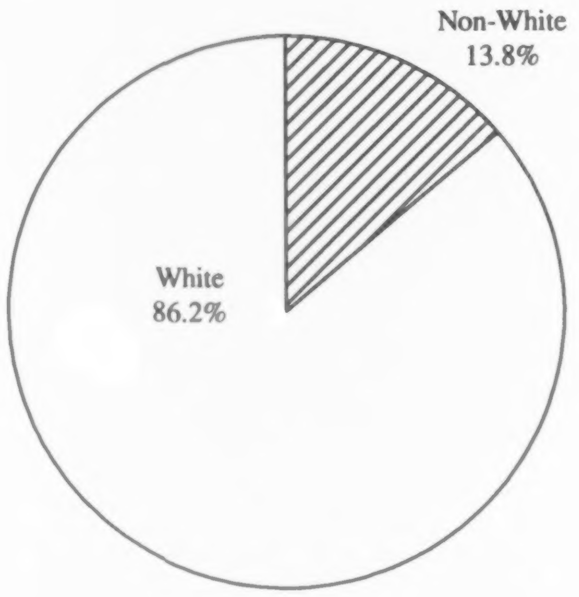
Administration
N = 10

TRENDS:
Overall, there was a higher percentage of female employees than male employees (55.7 percent vs. 44.3 percent) in fall 1991. Within types of positions, the gender makeup shifts, however. Full-time faculty were closely split, with 34 females and 36 males. Classified staff continue to have the highest percentage of female employees (64.4 percent) while administration has the lowest (30.0 percent).

PLANNING IMPACT:
The Gender Equity Report for the college notes the lack of males in the secretarial/clerical staff and the lack of females in the staff of the maintenance and operations area.

Source: Personnel Office

ETHNICITY OF FULL-TIME COLLEGE EMPLOYEES
Fall 1991



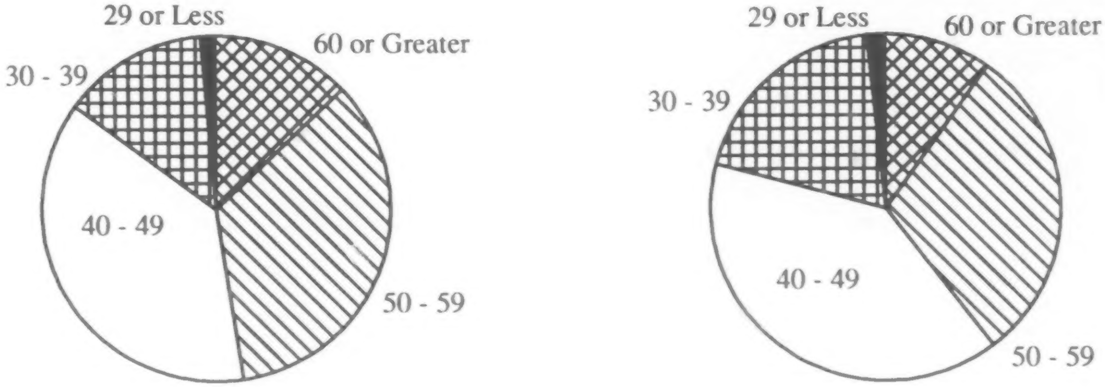
N = 167

TRENDS:
Approximately one-quarter of the district population is made up of non-white residents. While student enrollment is somewhat proportionate in its representation, employment at the college does not reflect the ethnic make-up of the Santa Clarita Valley. In fall 1991, only 23 of the 167 full-time college employees, or only 13.8 percent, were ethnic minorities. The breakdown by employee group follows:

Administration - 0%
Academic Staff - 10%
Classified Staff - 18%

PLANNING IMPACT:
The college has recognized the lack of minority representation among its staff and has revised its recruitment and selection processes to encourage application from a more diverse group of applicants.

PERCENT DISTRIBUTION BY AGE OF FULL-TIME FACULTY, Fall 1990



C.O.C.		State
1.7%	29 or Less	1.4%
18.4%	30 - 39	13.5%
40.0%	40 - 49	37.5%
30.0%	50 - 59	34.6%
10.0%	60 or Greater	12.9%
47.3	**MEAN AGE**	**49.0**
60*	**N**	**16,653**

TRENDS:
Historial data was not available.

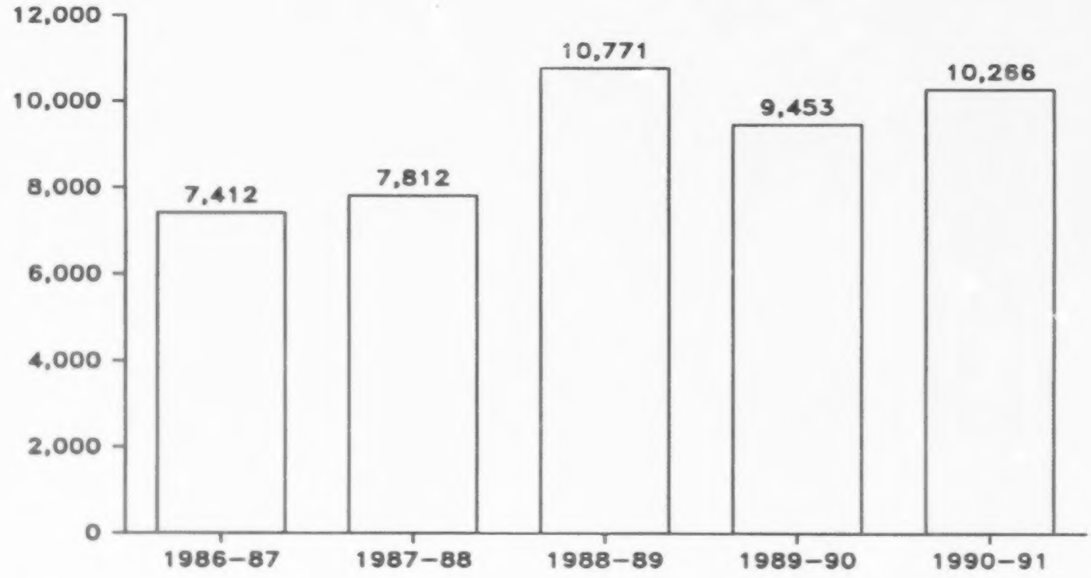
PLANNING IMPACT:
The mean age of the college's full-time faculty is slightly lower than the mean age of all community college faculty in the state (47.3 vs. 49.0).

* This was the number of faculty reported for College of the Canyons in this report.

Source: Report on Staffing and Salaries Fall 1990, Chancellor's Office, July 1991.

PART VI: ACADEMIC PROGRAMS AND SERVICES

COMMUNITY SERVICES ENROLLMENT, 1986 - 1991



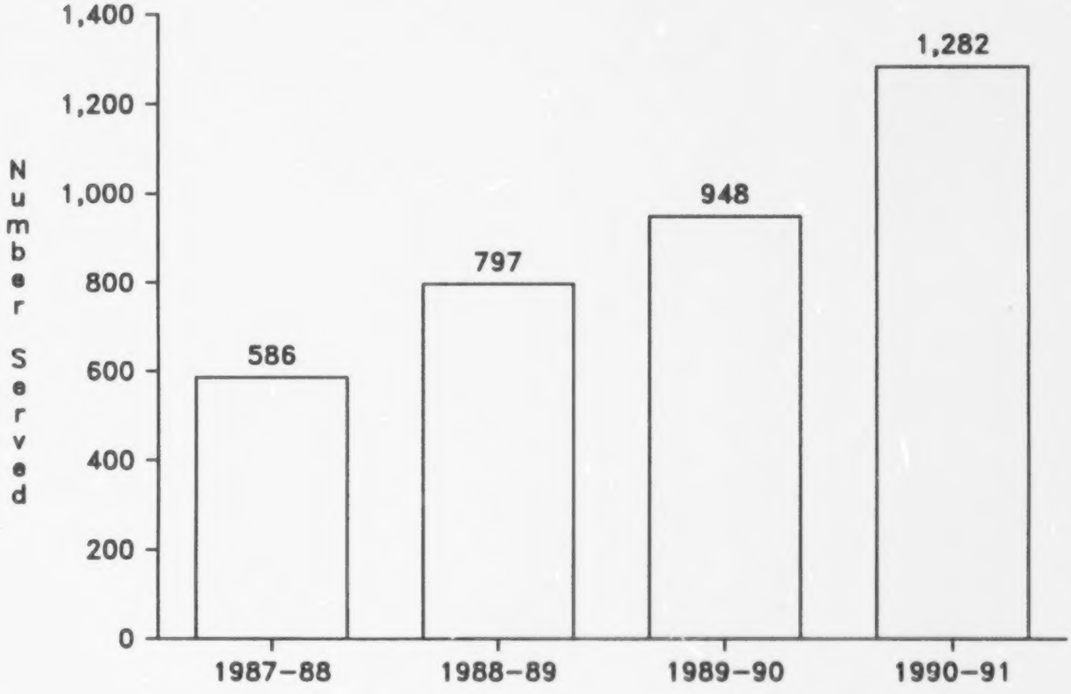
TRENDS:
Community Services provides short-term, non-credit courses for the community. Courses are fee-based, with cancellation if a minimum enrollment is not reached.

In five years, there has been a 38.5 percent increase in registrations in Community Services classes. The drop in enrollment from 1988-89 to 1989-90 is attributed to the combined printing of the Community Services schedule with the regular credit schedule. A subsequent decision to have the 1990-91 schedule printed and mailed separate from the credit schedule has revived enrollment figures.

PLANNING IMPACT:
Part of the mission of the college is to provide "programs and services designed to enrich the quality of community life". Community services classes provide an array of course offerings in an attempt to meet the needs of all segments of the local community.

Source: Community Services

NUMBER OF STUDENTS SERVED BY FINANCIAL AID, 1987 - 1991

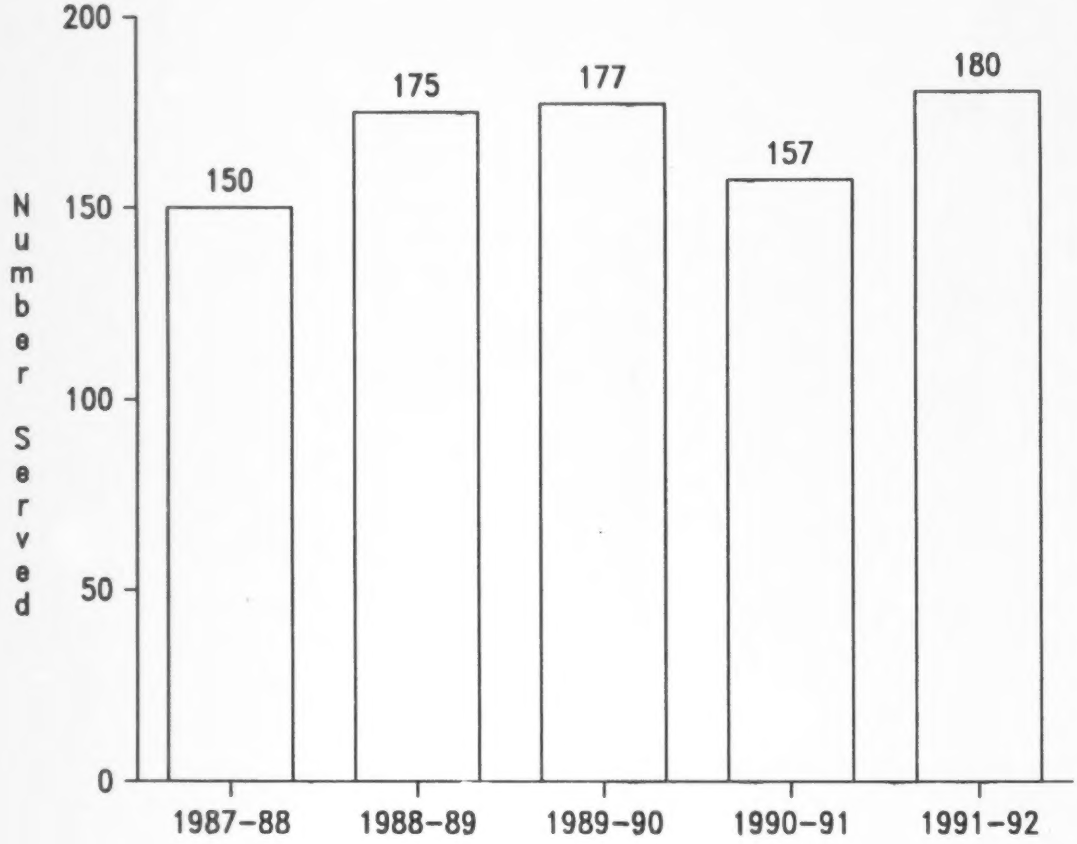


	1987-88	1988-89	1989-90	1990-91
Total Amount Awarded:	$269,231	$345,781	$349,023	$490,145
Average Award:	**$459.44**	**$433.85**	**$368.17**	**$382.33**

TRENDS:
During this four-year period, there has been a 119 percent increase in the number of students served with only an 82 percent increase in the total amount of aid awarded. This has meant a decrease in the average award, from $459 to $382.

PLANNING IMPACT:
Staffing for financial aid has remained unchanged during this high growth period, causing an ever-widening service gap for the office. The doubling of students served during this four-year period focuses attention on the need for an evaluation of staffing needs for the Financial Aid Office. With the increasing enrollment of students with financial aids needs, access to, and the availability of adequate financial aid, is of greater importance to the college.

NUMBER OF STUDENTS SERVED BY DISABLED STUDENTS PROGRAMS & SERVICES 1987 - 1992

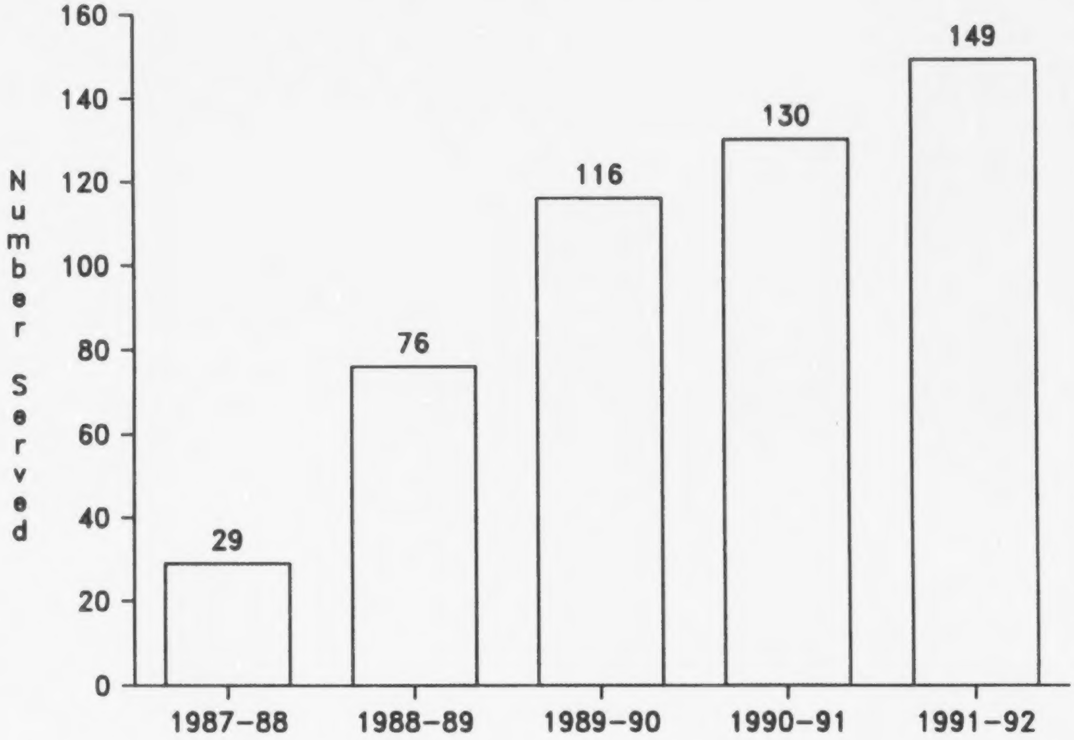


TRENDS:
The primary function of DSP&S is to provide supportive services and instructional programs for disabled students.

There has been a 20 percent increase in the number of students served by DSP&S during this five-year period. Growth has slowed however, because of a tightening of qualification procedures.

PLANNING IMPACT:
Staffing required to provide services for a student population with an increasing array of disabilities provides a continuing concern for the college.

NUMBER OF STUDENTS SERVED BY EXTENDED OPPORTUNITY PROGRAMS AND SERVICES, 1987 - 1992



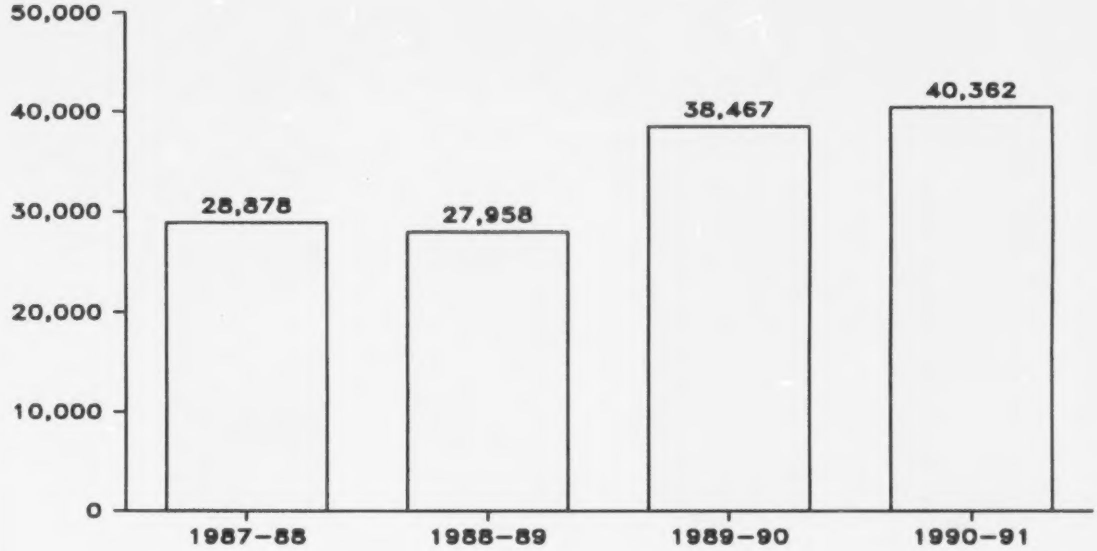
TRENDS:
The primary function of EOPS is to recruit, retain and transition economically and educationally disadvantaged persons and provide counseling and advisement, tutoring and direct financial aid.

There has been a 414 percent increase in the number of students served by EOPS over this five-year period.

PLANNING IMPACT:
The dramatic increase in the size of the EOPS population reflects the growing economic and ethnic diversity of the college's service area.

While program and staff support in EOPS has increased over this time period, further assessment may be needed to determine the adequacy of program support for this group of at-risk students.

HOURS OF TUTORING SERVICES PROVIDED BY THE INSTRUCTION CENTER, 1987 - 1991



	1987–88	1988–89	1989–90	1990–91
Math Inst. Center	7,883	9,206	8,904	8,954
English Inst. Center	5,205	5,224	6,651	6,714
English In-Class	1,248	1,680	1,728	1,824
Subject Area	9,101	6,286	8,079	8,785
Computer Tutorial	5,441	5,562	13,105	14,085
TOTALS	**28,878**	**27,958**	**38,467**	**40,362**
Students Tutored: (Duplicated)	4,056	4,487	5,568	6,115

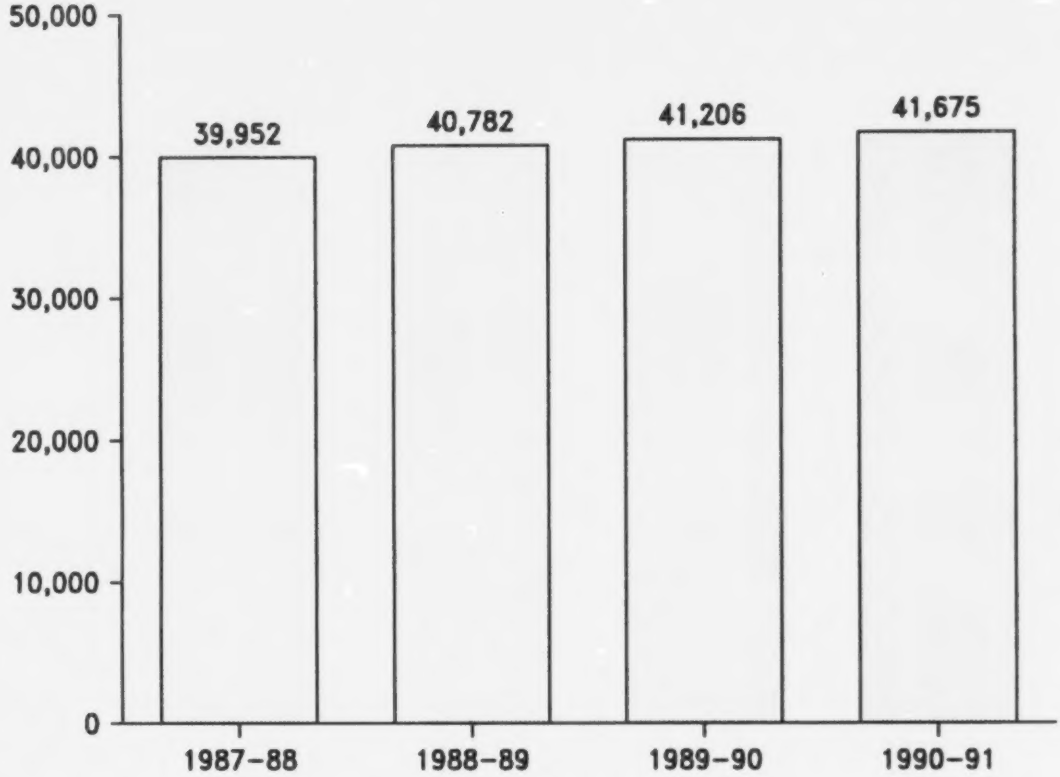
TRENDS:

The Instruction Center provides tutoring services in: Math Instruction Center; English Instruction Center; English In-Class Hours; Subject Area; and supervised computer tutorial and use. There has been a 40 percent increase in hours of tutoring service provided by the Instruction Center staff over this four-year period. During the same period, there has been a 51 percent increase in the students receiving tutorial services. Supervised computer tutorial and use accounted for just over one-third of the total hours of tutorial service in the most recent year.

PLANNING IMPACT:

The increased hours of service tutorial provided and total students served by the Instruction Center support the need for the additional facilities to be provided in the new library facility. Staffing to support the level and quality of service need review as well.

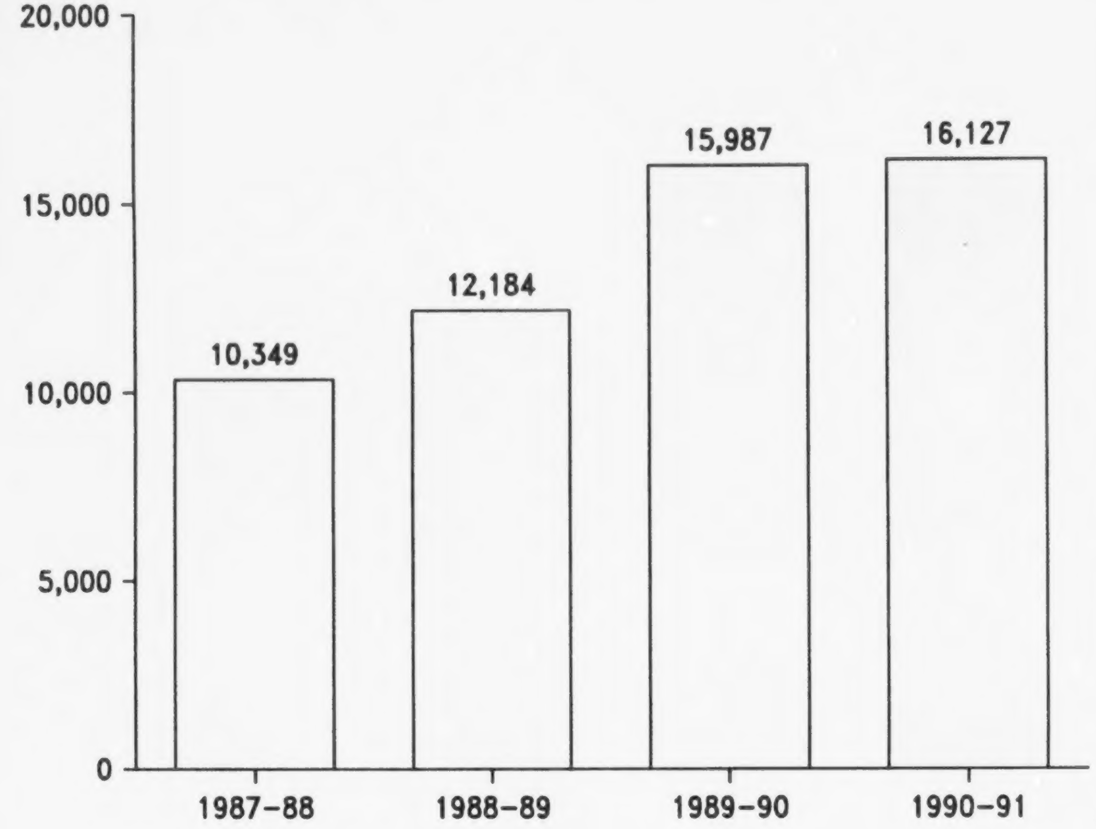
VOLUMES IN LIBRARY COLLECTION, 1987 - 1991



TRENDS:
In this four-year period there has been a net gain of 1,723 volumes, or a 4.3 percent increase.

PLANNING IMPACT:
Professional standards suggest that from 3 to 5 percent of the collection should be replaced annually. Additional funding will be needed to achieve this standard.

LIBRARY CIRCULATION,
1987 - 1991

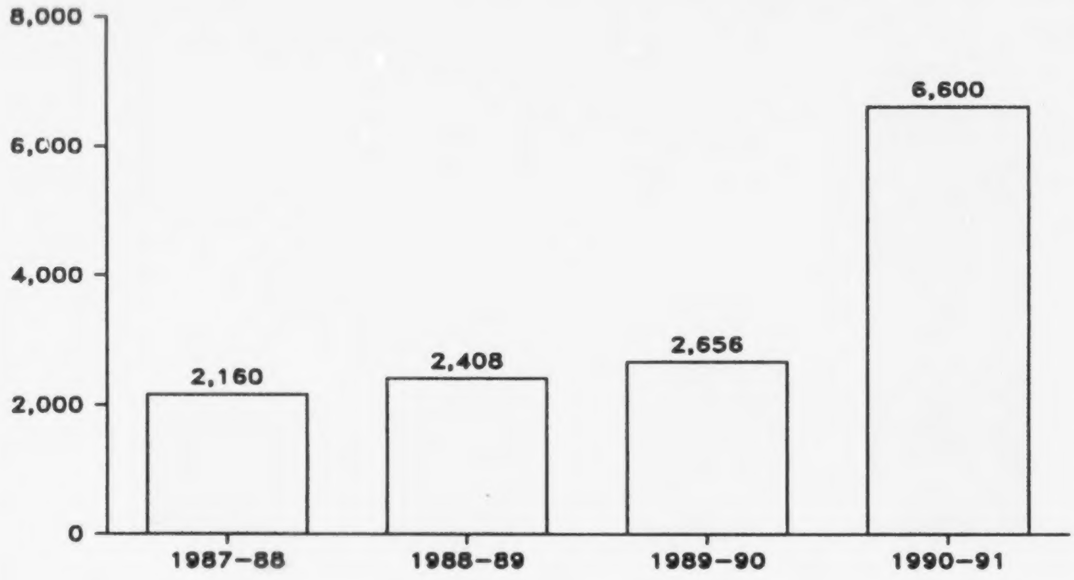


TRENDS:
The circulation of books and audio visual materials increased 56 percent from 1987-88 to 1990-91.

While 4,650 students enrolled in fall 1987, the figure had increased to 6,104 in 1990 ... a 31 percent increase. Library usage increased at an even faster rate during that period.

PLANNING IMPACT:
The increasing demand for library materials reflects the increased service requirements of the larger student body.

TRANSCRIPTS ISSUED BY ADMISSIONS AND RECORDS, 1987 - 1991



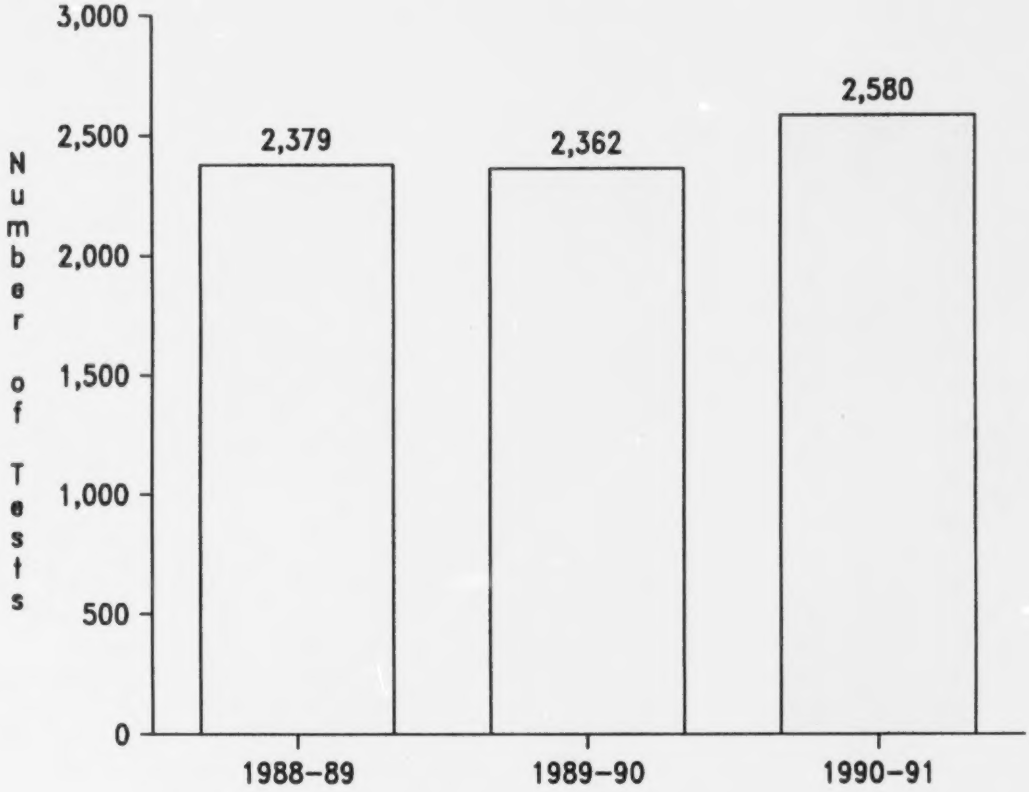
TRENDS:
Over the past three years there has been a steadily increasing number of transcripts issued by Admissions and Records, suggesting a growth in transfer activity by current and former students.

PLANNING IMPACT:
The number of transcripts issued by Admissions and Records is but one indicator of the increase in services required by the rapidly expanding student body.

As this service activity increases, (1) does the college need to add additional staff to meet the increased need, and (2) should the college consider charging a nominal fee to recover some of its costs.

Source: Admissions and Records Office. Estimated figures.

ASSESSMENT/PLACEMENT TESTS ADMINISTERED, 1988 - 1991

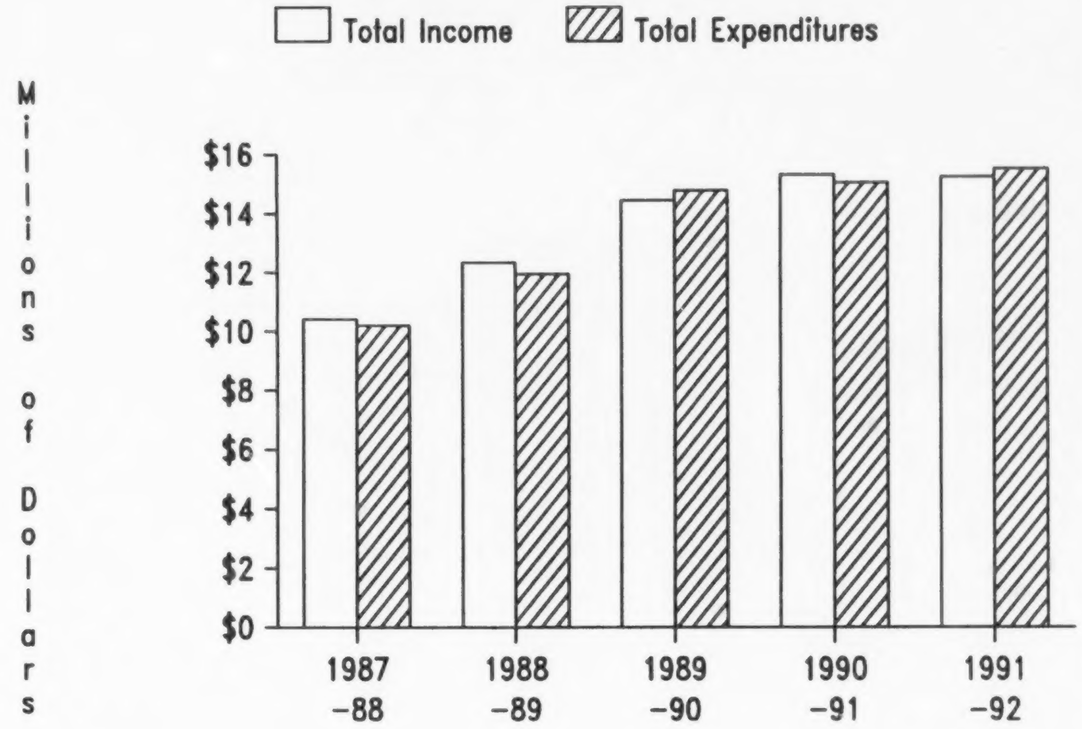


TRENDS:
The number of placement tests administered increased by 9.2 percent from 1989-90 to 1990-91. Placement tests in English, math and reading are administered to all new full- and part-time students as part of the comprehensive matriculation program.

PLANNING IMPACT:
While tests are being administered in order to place students in appropriate level English and math classes, recent data indicates a lack of adequate remedial level courses to accommodate student needs.

PART VII: FINANCIAL RESOURCES

TOTAL INCOME AND EXPENDITURES FROM ALL FUNDS, 1987 - 1992

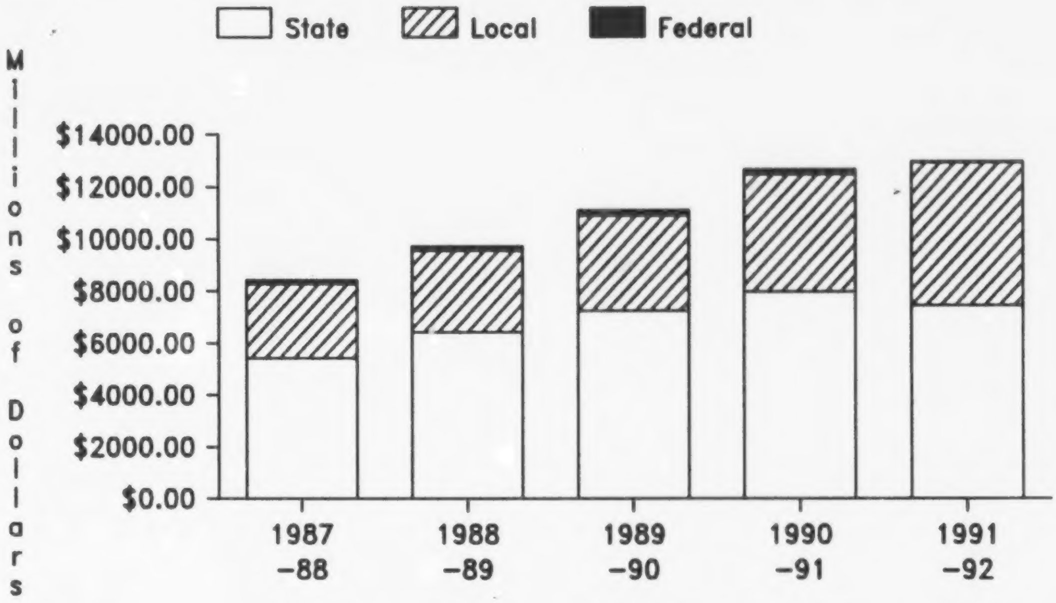


	1987-88	1988-89	1989-90	1990-91	1991-92
Total Income	$10.409	$12.327	$14.435	$15.290	$15.206
Total Expenditures	$10.189	$11.951	$14.776	$15.026	$15.477

TRENDS:
From 1987-88, district income exceeded expenditures, except for 1989-90 when the district absorbed the growth of students, and 1991-92 when lottery revenue and state apportionment revenue declined due to California's prolonged recession.

PLANNING IMPACT:
For the district to have a reserve level commensurate with its growth needs, total revenues must exceed expenditures by a higher margin to add to future reserves. Reserve levels need to be increased in order to meet growth needs in building and staffing during the next five years.

GENERAL FUND REVENUE
1987 - 1992



	1987-88	1988-89	1989-90	1990-91	1991-92
Federal	$149.22	$159.58	$191.96	$174.17	$29.42
Local	$2850.56	$3139.81	$3660.38	$4487.05	$5464.10
State	$5420.98	$6419.07	$7224.05	$7969.06	$7424.15

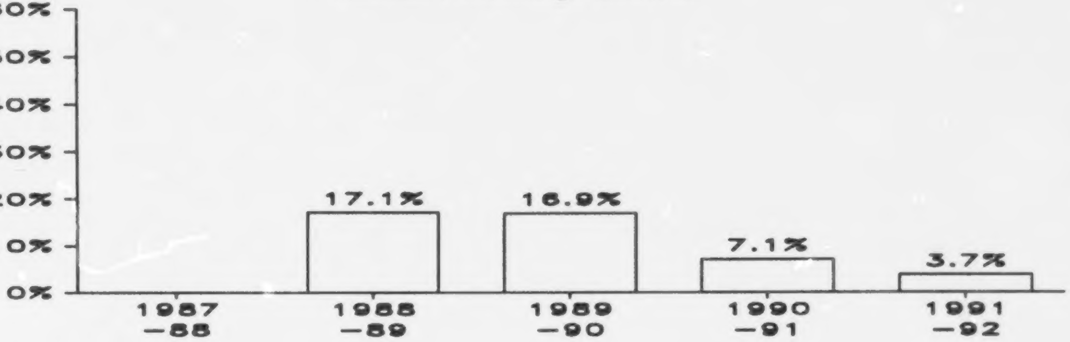
TRENDS:
General Fund Revenue comes from three main sources: the state and federal governments and from local sources. Local income comes from property taxes, interest earnings, student tuition, non-resident tuition, community services, health fees, student fees, and foundation donations.

During the five-year period from fiscal year 1987-88 to 1991-92, General Fund Revenue from the state increased from $5.4 million to $7.4 million, a 37 percent increase. At the same time, General Fund Revenue from local sources increased from $2.9 to $5.5 million, a 92 percent increase. General Fund Revenue from the federal government declined from $149,221 to $29,419, a decrease of 80 percent.

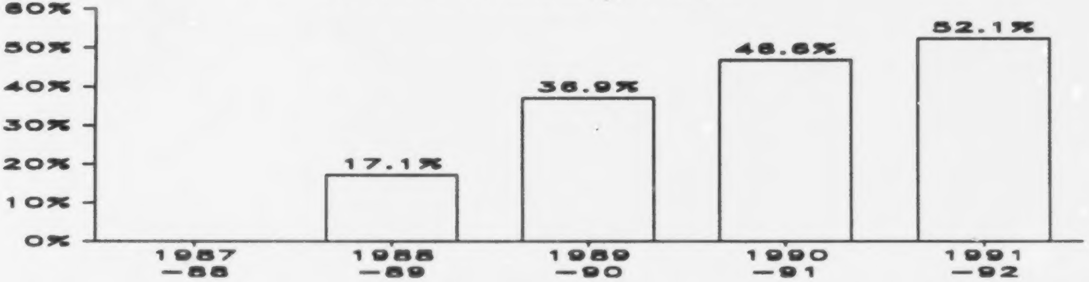
PLANNING IMPACT:
Revenue to the General Fund has increased by $4.5 million during this time period, a 52 percent growth. It has not, however, kept pace with the growth in the student population. Revenue is also not adequate to meet the future needs of the district. Unless the college can secure additional dollars, it will be unable to increase educational programs/offerings.

GROWTH IN GENERAL FUND REVENUE
1987 - 1992

Annual Percentage Growth



Cumulative Percentage Growth



General Fund Revenue in Millions:	**$9.34**	**$10.94**	**$12.78**	**$13.69**	**$14.20**

Revenue figures include the beginning fund balance (reserve from the previous year).

TRENDS:

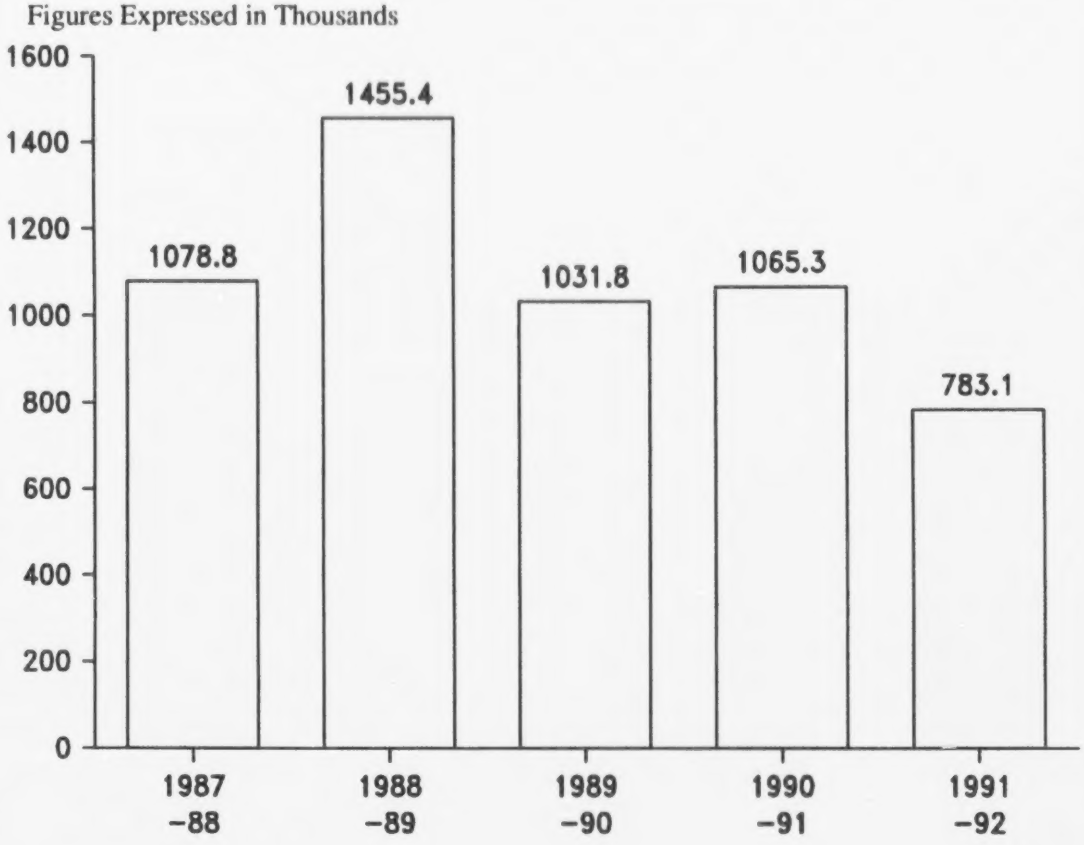
Using the 1987-88 fiscal year as the base, the average annual percentage growth in General Fund Revenue over the succeeding four years was 11.2 percent. Annual growth has varied from year-to-year, however, with a low of 3.7 percent growth in 1991-92 to a high of 17.1 percent growth in 1988-89.

General Fund Revenue has increased $4.5 million in the five-year period, from $9.34 million in 1987-88 to $14.20 million in 1991-92.

PLANNING IMPACT:

The reduced revenue growth for 1991-92 is attributable to an increase of revenue from local sources, but a drop in revenue from state and federal sources totalling nearly $700,000.

ENDING FUND BALANCE
1987 - 1992



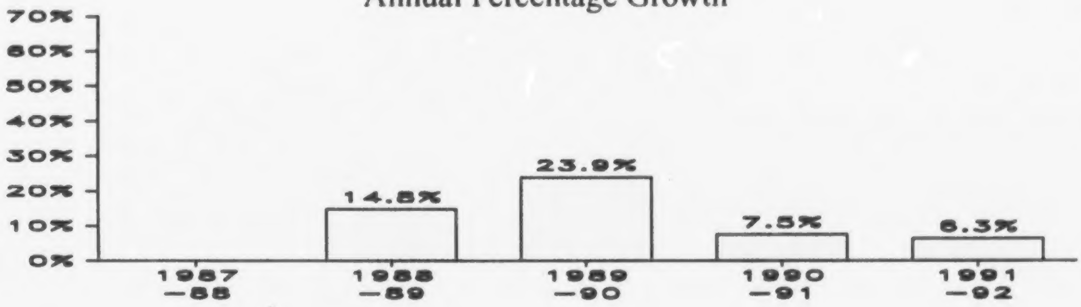
TRENDS:
The college's ending fund balance over the five-year period has ranged from a high of $1.5 million to a low of $783,000.

PLANNING IMPACT:
The college's ending fund balance, or reserve, is adequate if the college were experiencing normal growth of three to four percent per year. The reserve is not adequate for the rapid growth experienced by the college in the past few years.

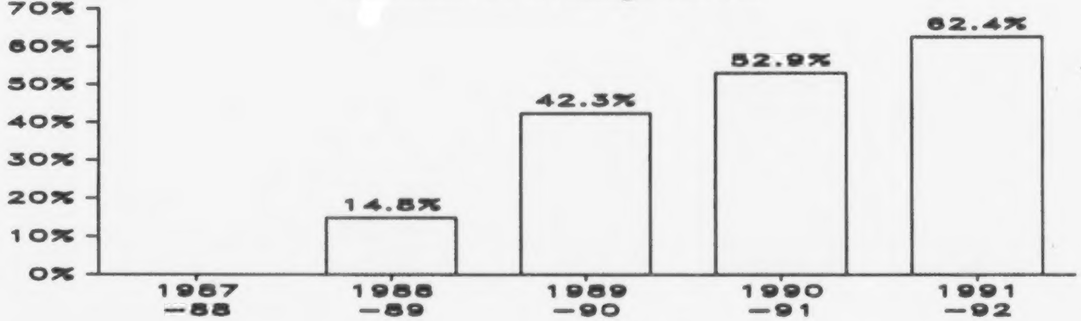
The college's financial health will be in jeopardy if the district is expected to respond to future growth, including the costs of expansion, and the increasing operational costs with declining state support and a weak reserve.

GROWTH IN GENERAL FUND EXPENDITURES
1987 - 1992

Annual Percentage Growth



Cumulative Percentage Growth



General Fund Expenditures in Millions:	$8.26	$9.48	$11.75	$12.63	$13.42

TRENDS:
Using the 1987-88 fiscal year as the base, the average annual percentage growth in General Fund Expenditures over the succeeding four years has been 13.2 percent. Annual growth has varied from year-to-year with a low of 6.3 percent growth in 1991-92 to a high of 23.9 percent growth in 1989-90.

General Fund Expenditures have grown from $8 million in 1987-88 to over $13 million in 1991-92.

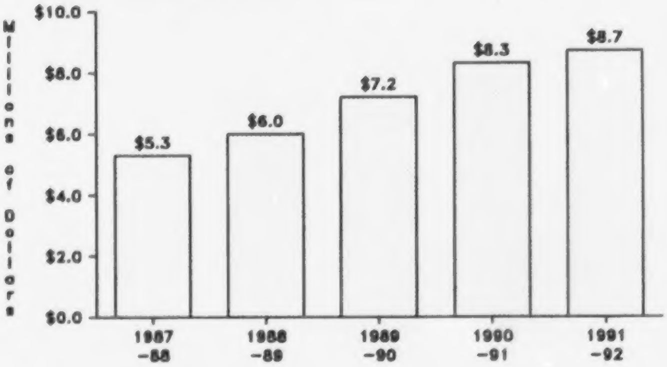
PLANNING IMPACT:
General Fund Expenditures for 1991-92 grew by only 6.3 percent over the previous year. This reduced expenditure growth is attributable to more moderate spending in instruction. While the two previous years showed annual increases of nearly 19 percent in salaries for instruction, the 1990-91 increase was 11 percent and the 1991-92 increase was 9 percent.

MAJOR GENERAL FUND EXPENDITURES
1987 - 1992

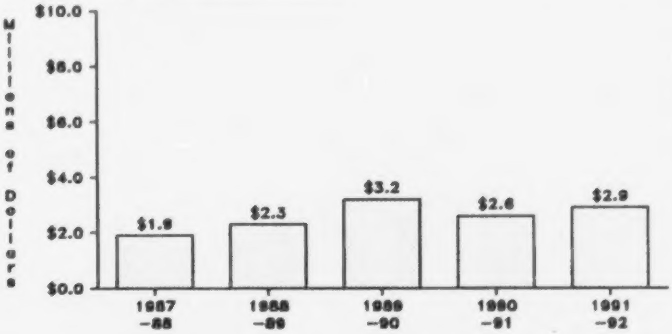
TRENDS:
During the five-year period from fiscal year 1987-88 to 1991-92, expenditures for salaries increased from $5.3 million to $8.7 million, a 64 percent increase. During the same time period, expenditures for operations increased from $1.9 million to $2.9 million, a 53 percent increase. Expenditures for benefits increased from $1.1 million to $1.9 million, a 70 percent increase.

PLANNING IMPACT:
Student enrollment increased 34 percent in this five-year period. Growth in the student population has caused an overload on faculty and staff supplying student support services. While the district has expanded its educational offerings in years past to respond to student growth, lack of income has curtailed this practice.

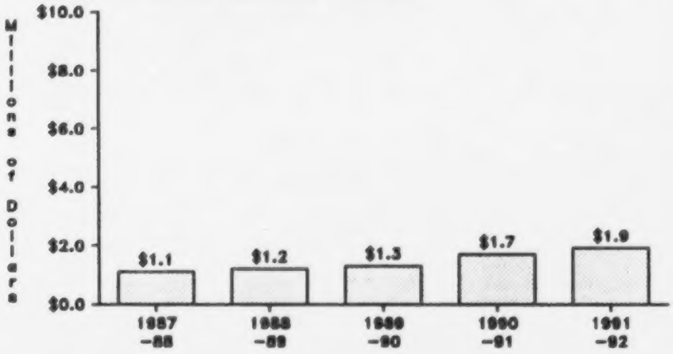
A. Salaries



B. Operations



C. Fringe Benefits



PERCENTAGE INCREASE IN TOTAL GENERAL FUND EXPENDITURES BY ACTIVITY, 1986 - 1991

ACTIVITY	1986-87	1990-91	PERCENTAGE INCREASE
Instruction	$3,142,441	$5,603,298	78%
Library/IRC	326,179	479,692	47%
Student Services	997,413	1,703,768	71%
Maintenance & Operations	1,357,779	1,701,902	25%
Planning/Policy Making	191,783	353,500	84%
Inst. Support Services	863,664	1,492,076	73%
Community Services	326,984	460,703	41%
Ancillary Services	227,336	470,517	41%
Auxiliary Services	903	79,877	8746%
TOTAL	**$7,434,482**	**$12,345,337**	**66%**

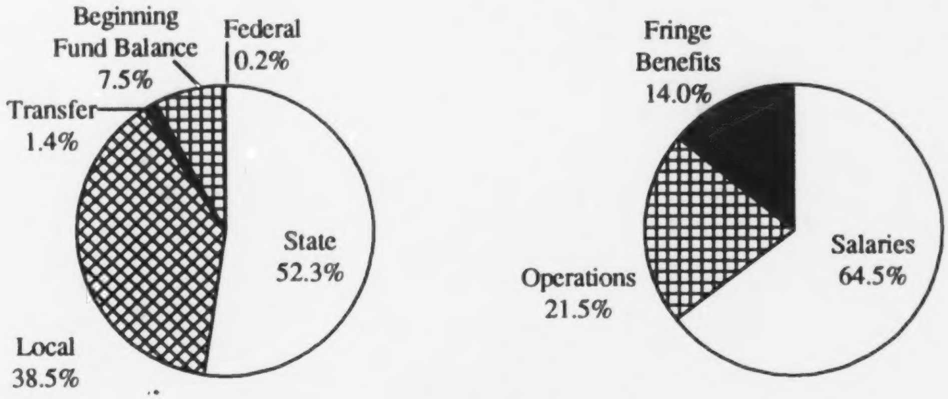
TRENDS:
While the college's overall General Fund Expenditures increased by 66 percent from the 1986-87 fiscal year to 1990-91, four areas of the budget did not experience similar or greater growth: Library/IRC (47 percent increase); Maintenance and Operations (25 percent increase); Community Services (41 percent increase), and Ancillary Services (41 percent increase).

PLANNING IMPACT:
The slower growth of expenditures in Maintenance and Operations has caused a backlog in campus repairs. This underfunding of Maintenance and Operations has become more visible as the campus ages and moves into its 23rd year of operation.

Similarly, the college may wish to examine the slower growth of expenditures for the library and IRC to determine whether adequate instructional support materials and services are available to the student body.

Sources: California Community Colleges Annual Financial and Budget Report of Expenditures by Activity, for June 30, 1987 and June 30, 1991.

GENERAL FUND
REVENUE AND EXPENDITURES
1991 - 92



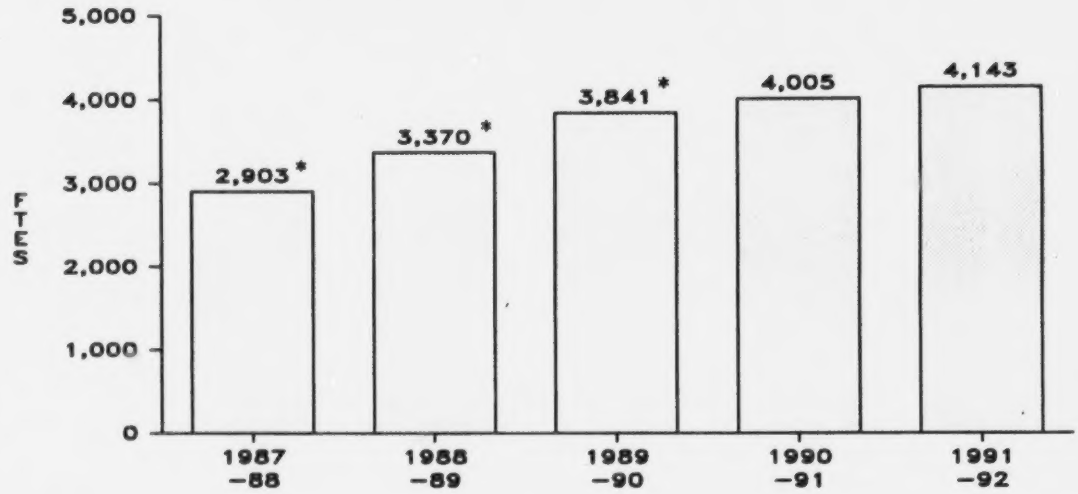
Revenue
$14,199,481

Expenditures
$13,416,347

TRENDS:
Income from local sources has declined as a percentage of total revenue in recent years. At the same time, income from the state has increased. In 1991-92, 52 percent of the college's revenue came from the state. The adopted budget for 1992-93 indicates that 59 percent of college revenue will be from that source.

PLANNING IMPACT:
With state funding has come regulation and control. The college must comply with the regulations in a timely manner to receive state dollars. As control from the statewide community college system extends itself into each of the college's programs, the college will have less control over its operation and resources. The state typically earmarks funds for special purposes, making it difficult, if not impossible, to exercise local control to respond to unique campus needs. All of these elements contribute to the district's inability to marshal the resources necessary to meet increased student and community need.

FULL-TIME EQUIVALENT STUDENT (FTES) ACTUAL AND ESTIMATED FIGURES REPORTED FOR 1987 TO 1992



ADA Reported:	2,585	3,001	3,420	3,568	--

TRENDS:
Until 1990-91, each community college reported ADA or average daily attendance to the Chancellor's Office. These were the figures upon which the state apportioned funds to each college. Starting in 1990-91, the state required the reporting of FTES or Full-Time Equivalent Student figures. FTES has now become the figure upon which college funding is based. ADA is no longer reported. It is important to note that the formulas used to calculate ADA and FTES are different.

The bar chart illustrates both actual and estimated FTES for the most recent five-year period. There was a 42.7 percent increase in FTES over this period.

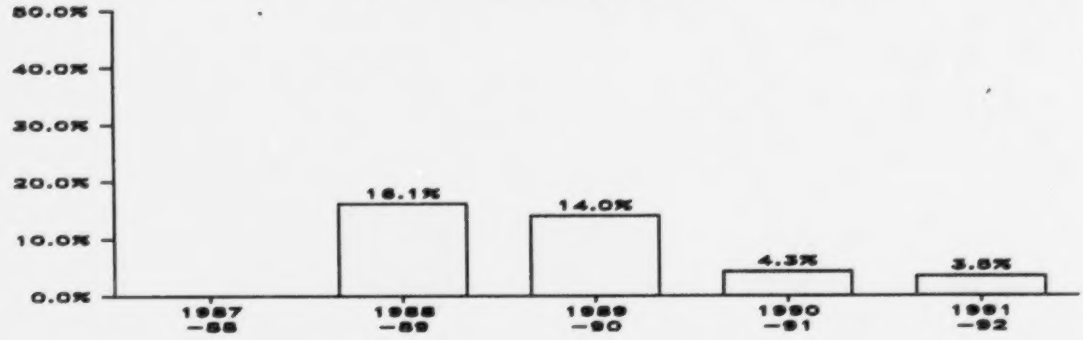
PLANNING IMPACT:
The 42.7 percent increase in FTES occurred at the time that state revenue increased from $5,420,980 to $7,424,145...a 37 percent increase. This illustrates that state funding has not kept pace with the college's enrollment growth.

* FTES figures for the three years of 1987-88 to 1989-90 are estimates only, based upon the 12.3% percent difference between ADA and FTES figures reported in 1990-91. 1990-91 was the transition year and was the only year in which colleges reported both ADA and FTES. The following formula was used to estimate FTES. FTES = (ADA reported x 12.3 percent) + ADA reported.

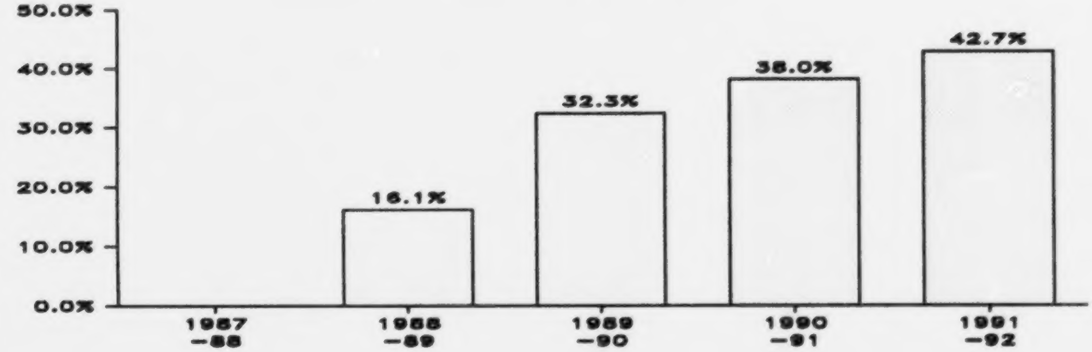
Source: Apportionment Attendance Report, CCFS-320 - Annual Report to the Chancellor's Office.

GROWTH IN ACTUAL FTES
1987 - 1992

Annual Percentage Growth



Cumulative Percentage Growth



FTES:	2,903*	3,370*	3,841*	4,005	4,143

TRENDS:
Using the 1987-88 fiscal year as the base, the average annual percentage growth in Actual FTES over the succeeding four years has been 9.5 percent. Annual growth has ranged from a low of 3.5 percent in 1991-92 to a high of 16.1 percent in 1988-89.

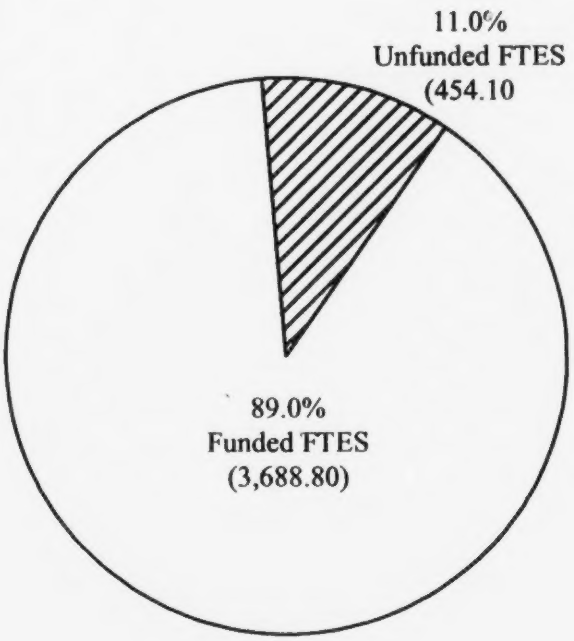
Actual FTES increased by 42.7 percent in this five year period.

PLANNING IMPACT:
In February 1991, the Board of Trustees adopted an Enrollment Management Plan to hold constant the number of classes and sections offered in instruction. This decision has helped to stem growth in both student headcount and FTES.

* Estimated figures.

Source: Apportionment Attendance Report, CCFS-320 - Annual Report to the Chancellor's Office.

ACTUAL vs. FUNDED FTES
1991-92



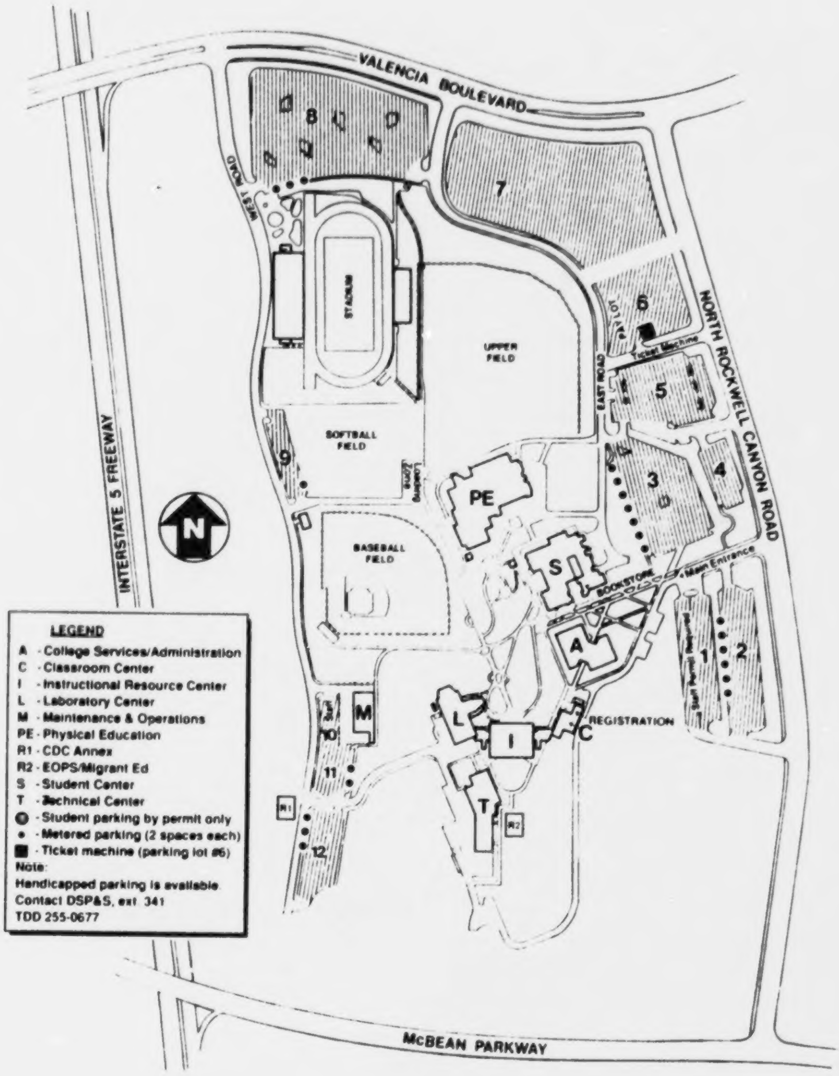
Actual FTES = 4,142.89

TRENDS:
The College reported an FTES of 4,142.89 in its annual Apportionment Attendance Report completed in July 1992. As of the end of June 1992, the College was funded for only 3,688.80 FTES, leaving 454.10 FTES unfunded.

PLANNING IMPACT:
The eleven (11) percent unfunded FTES means a loss of income for the college. Using a conservative figure of $3,000 per FTES, the college lost $1,362,300 in income in 1991-92 because our enrollment was over the expected growth figures calculated by the state.

PART VIII: PHYSICAL FACILITIES

THE CAMPUS



College of the Canyons is located on a 153 acre site. The campus currently has seven major buildings which house academic and administrative services.

The campus has 180,507 total square feet of floor space. According to state formulas for space utilization, the college is underbuilt.

BEST COPY AVAILABLE

FACILITIES MASTER PLAN

The Facilities Master Plan projects a campus which will accommodate a maximum student enrollment of 20,000.

The district is planning the construction of several new buildings and the remodeling of some existing spaces to accommodate different functions.

Proposed Projects

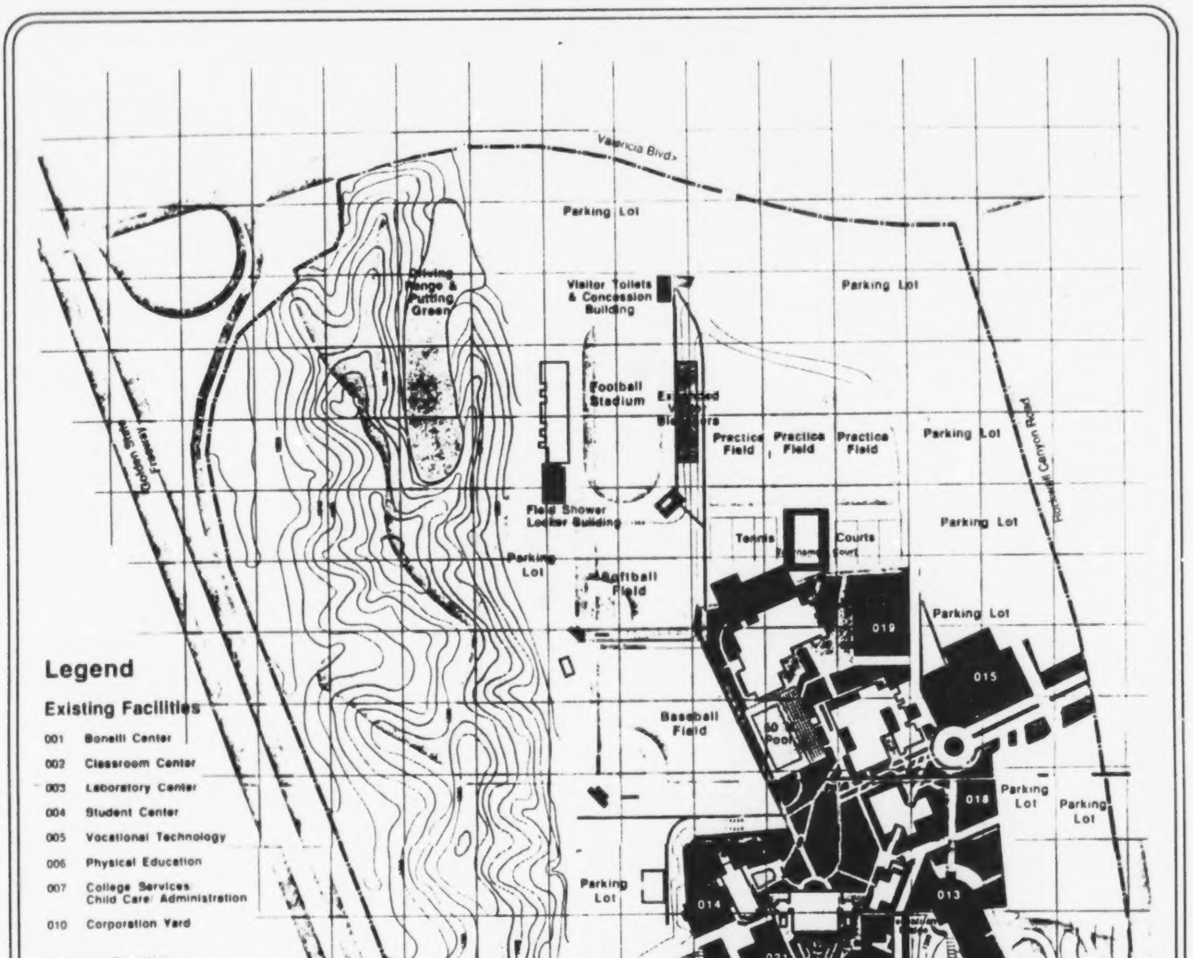
Priority	Project Name	Estimated Cost
1	Remodel for Efficiency	$2.5 million
2	Child Development Center	$1.6 million
3	Library	$6.2 million
4	Fine/Applied Arts Building	$7.2 million
5	Music/Drama Labs & Theatre	$11.6 million
6	New Administration Building and Remodel Existing Administration Building	$4.4 million
7	Physical Education Addition & Tennis Courts	$5.7 million
8	Fire Safety Access Road and Expand Utility System	$4.1 million
9	Remodel Old Library, Vocational Technical Building and L-Building	$4.3 million
10	Business/Public Services Training Center	$5.0 million

(continued on next page)

FACILITIES MASTER PLAN (continued)

Priority	Project Name	Estimated Cost
11	Site Acquisition - North	$2.5 million
12	On-Site/Off-Site Development - North	$2.0 million
13	Initial Facilities, Phase 1 - North	$5.1 million
14	Remodel Classroom Building	$1.1 million
15	District Warehouse	$1.4 million
16	Cafeteria Addition/ Student Center Remodel	$6.2 million
17	Science Addition	$5.4 million

Source: 1993-98 Five-Year Construction Plan, Sept. 1992.



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PROJECT DESCRIPTIONS

Priority 1: Remodel for Efficiency

This project will create more space for student services by converting the old child development and community services/personnel area into an admissions and records/counseling office complex. The remodel will include the addition of a much-needed fire-resistive student records vault.

The four labs on the second floor of the C-Building will be converted into seven smaller classrooms and seven faculty offices.

The entire second floor of the I-Building will be remodeled to create: three computer labs, a business machines/typing lab, two classrooms, an assessment center, six offices, tutoring rooms and a central self-study computer lab. A major goal of this remodel is to improve student access to computers.

Handicapped compliance will be completed throughout the campus, including the addition of two elevators, the installation of automatic doors, the addition of handicapped parking, and the correction of entrance thresholds to make them easily accessible to students in wheelchairs.

Priority 2: Child Development Center

This project will provide a permanent home for the child development center. The 5,960-square-foot center will be built in the southern-most portion of the campus, facing a small ravine. The facility will house a child development center, instructional space, offices and support rooms. The center will include observation rooms for each play room and two child development teaching labs which can be combined into a large multi-purpose room. Outside play areas will face the sun and the natural hillsides.

Priority 3: Library

This project will construct a 25,107-square-foot building to house the college library and its support functions. The building will be located behind, or east of, the C-Building. The ground floor of this two-story building will house the circulation desk, acquisitions and cataloguing area, open stacks and reference stacks and reading and study areas along the perimeter of the building. It will house an exhibition space for student work and large open reading areas. The library will house approximately 65,000 volumes in the open stack area and approximately 8,000 volumes in the reference and periodical stacks. The head librarian and staff will have offices on the second floor. There will be reading or study areas along the perimeter of the second floor. It will also house a periodical microfiche and duplicating area and a variety of group study rooms and large open reading areas.

(continued)

PROJECT DESCRIPTIONS

Priority 4: Fine/Applied Arts Building

This project creates a 26,255-square-foot fine and applied arts and media/communications building. The three-story facility will be located south of the C-Building. The building is organized to group the art labs on three floors at the north end of the building. Ceramics and sculpture are together on the ground floor, drawing and design/graphics are on the second floor and painting and printmaking are located on the third floor. The ground floor also houses a public gallery next to the entry, facing the mall. In the south portion of the building, the cinema/radio/TV studio and production facilities occupy the ground floor. The second floor houses the journalism and photography labs and the third floor includes the CAD labs and architecture/drafting/interior design lab. The building houses 21 faculty offices.

Priority 5: Music/Drama Labs & Theater Building

This project will construct a 35,156-square-foot facility for the performing arts. The music department will include a choral rehearsal room with control booth, 11 individual practice rooms and two group practice rooms, a meeting room, media library, instrument repair shop, electronic music lab and keyboard lab with control booth, and an instrumental rehearsal room with control booth.

There will be a 2,500-square-foot dance studio with partitions to allow multiple small classes or a single large class.

The drama department will have a scenery shop with office and tool storage, costume room with storage and a green room.

All departments will be served by a 1,848-square-foot experimental theater with movable risers and a 5,120 square foot, 400-seat main theater with stage and orchestra pit, lobby, snack bar, and ticket office. An outdoor performing area is included on the ground floor between the theater and instrument rehearsal areas.

One classroom, six faculty offices and a meeting room are included in the building.

(continued)

PROJECT DESCRIPTIONS

Priority 6: New Administration Building and Remodel Existing Administration Building for Student Services

This project will construct a new 14,752-square-foot administration building and remodel the present administration building for occupancy by student services. The new administration building will be located at the new formal entry circle provided for in the Master Plan. The two-story building will house the personnel and affirmative action offices, business services, facility planning, the board room, and the administrative computing center on the ground floor. The second floor will house the office of the president, the foundation, public information/special events, institutional development, reprographics, and the office of instruction. The campus mailroom will be located adjacent to instruction.

The remodel project will create offices for EOPS, financial aid, career center, transfer center, student activity coordinator and the A.S. president, and community services.

Priority 7: Physical Education Addition and Tennis Courts

This project will construct six standard tennis courts, a tennis practice court and a tournament court with spectator bleachers.

The project will also construct a 22,458-square-foot addition to the gymnasium. Included will be handball and racquetball courts, women's and men's locker rooms, and a new gymnasium which will provide three volleyball courts to replace the outdoor courts eliminated by construction of the tennis courts.

Priority 8: Fire Safety Access and Expand Utility System

This project will provide a new road along the perimeter of the south end of campus, connecting to the corporation yard. The road will serve as a fire break as well as a service road for emergency and delivery vehicles.

The other elements of the project provide the utility infrastructure for the completion of the campus. It includes an additional six inch gas main and two additional sewer lines. The project also provides an energy-saving central plant with chillers, cooling tower, and thermal energy storage pack.

(continued)

PROJECT DESCRIPTIONS

Priority 9: Remodel Old Library, Vocational Technical Building and L-Building

This project will remodel 24,014-square-feet of existing space in three campus buildings. The three floors of the L-Building will be remodeled to create additional science labs in the areas vacated by the art labs.

The third floor of the IRC will be remodeled to house classrooms and faculty offices. The remodel in the vocational technical building will create classrooms in the old shop space and will relocate the nursing lab into space currently occupied by the drafting program.

Priority 10: Business/Public Services Training Center

This project will create a new 17,950-square-foot building to house administration of justice, fire control technology, and facilities to provide training for employees of companies located in the Valencia Industrial Park or other areas of the Santa Clarita Valley. A PC lab will be housed in the facility to enable training in various software packages of interest to the business community. The building will be located on the edge of the campus.

Priority 11: Site Acquisition - North

This project will purchase a 120 to 150 acre site for a new center in the northern portion of the district.

Priority 12: On-Site/Off-Site Development - North

This project constructs the first phase of off-site and on-site utilities and the initial set of roads, grading and related site development necessary to prepare for construction and operation of the first phase of buildings on this new site. Utilities such as gas, water, sewer, electrical, communication, fire hydrants, lighting and the like are included.

Priority 13: Initial Facilities, Phase 1 - North

This 20,530-square-foot project constructs the first buildings for a new center on a new site. The project scope includes lecture classrooms, general science and art labs, independent study space, faculty offices, basic administrative and service offices, limited data processing support space. It also includes modest library, audio visual, and general storage areas.

(continued)

PROJECT DESCRIPTIONS

Priority 14: Remodel Classroom Building

This project creates a high tech center for learning disabled and handicapped persons. It remodels 3,488 square feet on the first floor of the C-Building. This remodel will provide additional space and a better location to serve the disabled student population.

Priority 15: District Warehouse

Central District storage/warehouse space is now limited to 1,180 square feet. This project creates a properly-sized shipping, receiving, and warehouse space of approximately 8,760 square feet. Maintenance shops will expand into the contiguous 1,180 square feet of space to be vacated.

Priority 16: Cafeteria Addition/Student Center Remodel

This project constructs an addition of approximately 19,500 square feet for food services. It also remodels approximately 10,744 square feet of the existing cafeteria. Approximately 4,429 square feet "borrowed" by the district on an interim basis for instruction will be returned to students for their use.

Priority 17: Science Addition

This project provides a science addition of approximately 16,200 square feet which adds labs required to offer comprehensive science instruction. It includes two additional life science labs, one physical science lab, a planetarium, a 90 station lecture/demonstration room, a science museum, individual science study spaces, an independent study room and appropriate support spaces.

A SECOND CAMPUS FOR THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT

In January 1991 the Board of Governors of the California Community Colleges adopted a consultants report which recommended that the Santa Clarita Community College District build a second campus. The consultants recommended first developing a small educational service center which could expand as the need for services increased.

The Facilities Master Plan for the college calls for site acquisition in 1995-96 and for the opening of the initial facilities in 1998-99.